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AUTHOR Oja, Sharon Nodie
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ABSTRACT

Participating teachers, principals, and university supervisors were introduced to three areas of research aimed at improving supervision: adult development theory, alternative models of supervision, and the process of collaborative action research. With assistance from university faculty, project participants developed knowledge of the stages of adult development and alternative supervisory models which can be matched to the developmental stages of supervisees. Principals use their new learnings with teachers as part of their role as instructional leaders. Teachers use their learning to supervise university fifth-year graduate interns, student teachers, peers, or undergraduates participating in an exploring teaching course. University supervisors use their new learnings to work more collaboratively with cooperating teachers. Participants were encouraged to develop action research projects that extended the applications of research knowledge and contributed to understanding the project's impact. Included in this report are a description of the project, its research methodology, its outcomes, and a discussion of results and their implications. Eighty references, 17 tables, one figure, an assessment inventory, and the final evaluation survey instrument are appended. (Author/JD)

A COLLABORATIVE APPROACH TO LEADERSHIP IN SUPERVISION

PROGRAM ASSESSMENT REPORT

(Part B of The Final Report)

1 October 1988

JERI No. 400-85-1056
October, 1985 to September, 1988

UNIVERSITY OF NEW HAMPSHIRE

Collaborative Action Research Projects
Department of Education
College of Liberal Arts
Morrill Hall
Durham, New Hampshire 03824-3595
(603) 862-2379

A COLLABORATIVE APPROACH TO LEADERSHIP IN SUPERVISION

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1 October 1988

by

Sharon Nodie Oja, Ph.D., Principal Investigator

Final Report: A COLLABORATIVE APPROACH TO LEADERSHIP IN SUPERVISION

Part A: Project Portrayal
Part B: Program Assessment Report
Part C: Practice Profile

Sharon Nodie Oja, Ph.D., Principal Investigator
Associate Professor of Education
University of New Hampshire
Durham, New Hampshire 03824-3595

Maryellen C. Ham, Ed.D., Project Director
Assistant Superintendent of Schools
Colchester, Vermont 05446

Project funded by:

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FIGURE 1 Collaborative Supervision

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THE SUPERVISORY COMPETENCIES ASSESSMENT INVENTORY: Competencies and Behavioral Indicators in Adult Development, Supervision, and Collaboration

FINAL EVALUATION SURVEY: A Collaborative Approach to Leadership in Supervision

A Collaborative Approach to Leadership in Supervision
Contract #400-85-1056

PROGRAM ASSESSMENT REPORT

"This is the richest student teaching experience I have ever observed. Each intern in the school has the support of a group of cooperating teachers who are working together to provide a variety of teaching and learning experiences resulting in professional growth for all who are involved."

Jean Robbins
Principal for 14 years

"I am really enjoying the cooperating teacher/intern coordinator role I have assumed in my school. It is a way to stay in the classroom, yet differentiate my role and offer more to the profession."

Pat Dupuis
Teacher for 18 years

"The knowledge and insight gained from this collaboration have broadened my perspective in working with interns, peers, and students and made my role in each of these relationships more effective."

Joan Zelonis
Teacher for 22 years

OVERVIEW OR ABSTRACT

Participating teachers, principals, and university supervisors were introduced to three areas of research aimed at improving supervision: adult development theory, alternative models of supervision, and the process of collaborative action research. With assistance from university faculty, project participants developed knowledge of the stages of adult development and alternative supervisory models which can be matched to the developmental stages of supervisees. Principals use their new learnings with teachers as part of their role as instructional leaders. Teachers use their learning to supervise university fifth-year graduate interns, student teachers, peers, or undergraduates participating in an exploring teaching course. University supervisors use their new learnings to work more collaboratively with cooperating teachers. Participants were encouraged to develop action research projects that extended the applications of research knowledge and contributed to understanding the project's impact.

MAJOR RESEARCH QUESTIONS

Long Range Goals: develop, refine, and extend the repertoire of supervisory skills and professional incentives offered to principals and teachers, (the university supervisors were added as an additional target group once institutionalization of the collaborative supervision model seemed likely).

Intended Outcomes: As a result of participation in this project, cooperating teachers and principals will know relevant research in the areas of adult development, supervision, and collaborative action research; be able to match appropriate supervisory strategies to individual stages of development; and be able to apply collaborative action research processes to school-based projects. In addition, there will be a school-university network to institutionalize collaborative supervision processes and goals.

Research Questions Assessing Project Outcomes

1. Outcomes for School Teachers and Principals

   How did collaborative supervision alter cooperating teachers' ability to implement effective supervision practices with interns, exploring teachers, and peers?
   How did collaborative supervision alter principals' ability to implement effective supervision practices with teachers?

2. Outcomes for Interns

   What impact did collaborative supervision have on interns' knowledge experiences of effective teaching practice in schools?
   What impact did the collaborative supervision project have on intern placement process in the schools?

3. Outcomes for school-university collaboration

   What impact did the collaborative supervision project have on the school collaboration with the university?
   What impact did collaborative supervision have on collaboration among teachers within the schools?

4. Outcomes for Programmatic/Organizational Dimensions of the University Teacher Education Program Design

   What is the impact of collaborative supervision on the design and implementation of supervision practices at the university?
   How did collaborative supervision contribute to the development of a teacher education program design which includes the content of alternative models of supervision and adult cognitive developmental stages?

Research Questions About The Project Implementation Process

What is the instructional content and process of collaborative supervision?
What are the roles, responsibilities, and activities undertaken by each participant in a collaborative supervision program?
What assistance and other types of support were requested and/or required during a collaborative supervision program?
How did cooperating teachers experience the collaborative supervision process with interns?
How did cooperating teachers experience the collaborative process with university supervisors?
How did different schools implement the collaborative supervision program?

PROGRAM/COMPONENT DESCRIPTION

In **A Collaborative Approach to Leadership in Supervision,** school and university based teacher educators work with cooperating teachers and principals in collaborative action research groups investigating and practicing an approach to supervision which matches alternative supervision strategies with the developmental needs of supervisees (graduate teaching interns, undergraduate student teachers and exploring teachers, peers). The project consisted of three phases: development, demonstration, and dissemination over a three year period. These are detailed in TABLE 1. In developing a theoretical and research based framework for this project, three separate areas of research and practice were reviewed: 1) collaborative action research, 2) adult development, and 3) instructional supervision. The relationships found in this review are summarized in TABLE 2.

Insert TABLE 1 and TABLE 2 about here

Collaborative Action Research

The process of the program is called collaborative action research. In order to nurture creative program development, collaborative action research groups are formed. They consist of teachers, principals, and university faculty who regularly meet to identify common goals and to use action research strategies to collaboratively generate topics of investigation. Ideally, collaborative action research groups exhibit the following characteristics: school and university participants join together with the goals of improving practice, contributing to educational theory, and providing staff development; they often meet on site in schools; reach consensus on goals which address each person's immediate concerns; use cycles of action research to investigate and apply research findings; co-author and co-present reports of their work; and over time develop a collegial, trusting relationship and communication network between schools and university. Two kinds of collaborative action research

groups form. A Principal Leadership Group, composed of all interested district principals, focuses on implementing differentiated supervision in their schools and on using collaborative strategies within their district. The group meets weekly for three months at the start of the program to learn the content and process skills of collaborative supervision and two to four times per year thereafter. The PLG uses a collaborative action research process and helps to form the Teacher Supervision Groups. Within each school a Teacher Supervision Group, involving all interested teachers, is organized. The group may include the principal. Each TSG meets biweekly to explore the content areas of alternative approaches to supervision and adult development stages and then monthly to discuss application of the content to supervision with graduate interns, undergraduate-exploring teachers, and peers. Each Teacher Supervision Group provides a collaborative environment for implementing a variety of supervisory models within their school.

Content Areas: Adult Development Theories and Supervision Models

The content areas of the program are based in adult development theories and models of supervision. Common findings in prior research studies suggest that one "best" supervisory model does not exist. A system of differentiated supervision or some combination of models most effectively responds to individual needs. Common findings also suggest that the most effective supervisors demonstrate a high degree of consistency between the theories and beliefs they espouse and those they practice. School and university participants investigate use of two areas of research knowledge, adult cognitive development stages and alternative models of supervision, in order to provide a theoretical framework for the TSG to structure their common goals and operating procedures. The content areas are neither prescribed nor interpreted in a limited fashion. Instead, each supervision group brainstorms the scope of the two content areas and forms initial boundaries for the topics, concerns, and issues to be researched. A group divides into subgroups, trios or pairs, to equalize the labor in identifying the specific literature sources and seeking them out. Those who are able help in "quality control" of the sources and types of sources for investigation in order to maintain high quality and in-depth investigation of the content areas. Subgroups assimilate, summarize, and present to the whole group (orally and in short written outlines) the research basis, key concepts, and applications of the research topics in adult development and models of supervision. Individuals from the subgroups become leaders and resources for each research topic investigated in the collaborative supervision group.

As important as the insights and concepts generated through the study of theoretical knowledge is the practical knowledge of the teachers, principals, and university participants. Practical and theoretical knowledge interact continuously as participants work through this collaborative research process. The frameworks generated are then employed by the teachers and principals to analyze, understand, and evaluate their practical situations further. All participants are active in the examination,

reflection, and evaluation of the content areas and of their own practice, so that both may influence each other. The collaborative supervision groups provide principals a way to vary their supervision practices according to the capability, variety, and flexibility observed in the teachers they are supervising. Teachers are encouraged to reflect on their ways and states of learning as adults, analyze their own experiences of being supervised, and try out different supervision strategies with peers and supervisees.

Collaborative Supervision Matching Model Process

The program seeks to prepare teachers and principals as instructional supervisors who are able to match alternative supervisory practices to the developmental needs of supervisees. Here the teachers and principals are able to use both formal and informal assessments of the supervisee's developmental stage. Formal assessments include standardized measures of conceptual level, moral judgment, and ego development. Informal assessments include use of observational data from conferences and interactions with the supervisee. Teachers and principals apply their knowledge of adult development to select appropriate supervision strategies which both support the supervisee in new learning experiences and challenge the supervisee's learning to new levels. In situations which are impromptu, and in other situations which are structured conferences, interventions come from a framework of strong theoretical references. Cooperating teachers use supervisory interaction logs on a regular basis to document interactions with a supervisee and as a basis for reflection and analysis in meetings with the teacher/principal collaborative supervision group and the university supervisor concerning intern supervision. For specific examples of the collaborative matching model process, see Oja, Dupuis, and Bonin (1988). In the traditional student teaching model, cooperating teachers relied upon the university supervisor to provide most feedback to the intern. In this model, cooperating teachers as supervisors observe interns daily, document interactions, and provide feedback to the intern in a clinical supervision model.

Recruitment of University Faculty for Collaborative Supervision

University supervisors interested in being involved in collaborative supervision are given both the opportunity to be assigned to one school cluster of six interns and the training and support to implement a collaborative supervision model. In addition to carrying out the traditional triad model of supervision, with six clinical observations of the intern per semester, university supervisors meet monthly with the Teacher Supervision Group in the school to discuss issues in supervision. University supervisors involved in collaborative supervision regularly discuss their roles in the University Supervisor's biweekly meetings. These discussions encourage other supervisors to implement components of the Collaborative Supervision Model in their own work with cooperating teachers and interns. The discussions form an ongoing dialogue about the process of working more collaboratively with cooperating teachers in the process of intern supervision.

SAMPLE

Five elementary and two middle school principals formed a Principal Leadership Group which met for sixteen hours of training in the project model in the first year and a minimum of two times per year in Year Two and Year Three. In Year One, 24 elementary teachers, 4 middle school teachers, and 1 elementary counselor indicated sustained interest in the project goals and met for a minimum of 40 hours in training over a 4-month period (the teachers were divided geographically by school into different supervision groups). In Year Two the project focused on the elementary schools, and eighteen teachers met at least monthly in two supervision groups. A total of forty-six university students were placed in supervisee positions with cooperating teachers in the fall of Year Two (10 were university graduate teaching interns in a 5th Year MAT/MED program, two were one semester student teachers, 33 were undergraduate level students in an introductory field based education course exploring teaching as a career, and one was a graduate MAT student doing research in the classroom). Twenty-one of the cooperating teachers had participated fully in the first year of the training. One cooperating teacher took on the new role of Coordinator of Teachers and Interns in Year Two and continued it in Year Three. Four classroom teachers assumed added responsibilities Year Two acting as Course Collaborators meeting regularly as a group with the exploring teaching students in their university seminar. In Year Three, sixteen teachers continued to meet at least monthly in the two teacher supervision groups. Two additional groups of cooperating teachers (seven CTs at one cluster site, and seven CTs at another cluster site) met at least biweekly; eight of these fourteen cooperating teachers were new to the project in Year Three. University supervisees in Year 3 included 14 graduate teaching interns and 35 undergraduates exploring teaching. A School-University Task Force formed in Year One included one principal, two teachers, two university supervisors, the director of field experiences, project director, and principal investigator. This Task Force continued throughout and became institutionalized as the School-University Collaborative in Teacher Education.

FIGURE 1 illustrates the sample described above. The shaded diamond represents the traditional intern supervision model where cooperating teachers were assigned interns or exploring teaching undergraduates by the university. The larger diamond illustrates how the collaborative supervision model both broadened the supervisory roles for cooperating teachers and extended the connection between schools and the university.

Insert FIGURE 1 about here

METHODOLOGY

The concepts of triangulation and recursion underly the methodology of the project. As advocated by a number of contemporary ethnographers, we have combined and synthesized multiple kinds of data and used the concept of triangulation (Denzin, 1977) to bring these multiple data to bear on the research questions in the project. Using triangulation strengthens the validity of the data collected and demonstrates the relationship between the project's variables. The second underlying concept in our methodology is recursion, the idea of "ongoing tentativeness" (Oja & Pine, 1988). Basic to action research processes, recursion implies that acquired data are subject to continual revision and the research problem itself is capable of being in a continuous state of dynamic revision. The recursion process permits participants to consider newly accumulated data, and when necessary, to redefine the initial parameters of the study.

A variety of data sources was used to record and monitor the process of collaborative supervision. These included: 1) audio recordings of all team meetings and transcripts of selected meeting tapes; 2) written summaries of all school and university meetings connected with the project; 3) teacher journals and supervisory logs; 4) pre-post questionnaires and surveys with participants; 5) three empirical measures of participants' developmental stages; and 6) interviews conducted at crucial points in the research process with school and university participants. In addition, 7) a primary product of the project, the Supervisory Competencies Assessment Inventory, was used as a self-assessment tool for supervising teachers in Years Two and Three.

Audio tapes, year end surveys, and minutes of supervision group meetings were analyzed to assess teacher/principal knowledge base in the three focus areas of the project: theories of adult development, alternative models of supervision, and the process of collaborative action research. The evaluator looked for instances in which teachers and principals recalled their knowledge of adult development and supervisory models, articulated their knowledge of these areas, and recognized instances in supervision when appropriate supervision decisions were made.

A Supervisory Competencies Assessment Inventory was used by teachers and principals in April, 1988, as a self-assessment tool on their performance outcomes in the three focus areas of adult development, instructional leadership, and collaboration. The results were compared to that of the April, 1987 end of the year summary, and a sample of participants was interviewed about areas of improvement, goals for the future, and reactions to rating themselves in terms of the competencies and behavioral indicators. Additional performance outcomes were analyzed through journals, supervisory logs, audio and video tapes, end of the year surveys, and direct observations of interactions among project participants as well as with other supervisees or supervisors. To assess the attitudes of teachers and principals regarding research, school-university collaboration, and staff development the same data sources above were

used. To assess the developmental outcomes, teachers and principals completed written assessments of ego development, moral judgment, and conceptual level. The scores in Year Three were compared to those from the instruments in Year One. Coupled with participants' self-evaluations on the supervision competencies assessment inventory completed in Year Two and Year Three, these formed the basis of the project's quantitative assessment of teacher/principal development. Project staff analyzed performance data focusing on those outcomes which specifically related to growth in complex thinking, the ability to clarify instructional processes, skill in determining alternative solutions, willingness to take risks, and flexibility in meeting the needs of individual supervisees. TABLE 3 includes an overview of the methodology specifying assessments for outcomes in the areas of knowledge, performance, attitudes/values, and development.

Insert TABLE 3 about here

INSTRUMENTATION

The following describes key features of the data gathering tools.

Quantitative Data Gathering Tools

Three empirical measures of developmental stage were administered to participants in a pre-test in Year One and a post-test in Year Three: the Loevinger WUSCT, the Hunt PCT, and the Rest DIT. Each is viewed as an indicator of how each person processes or make meaning from experience by developmental level. The Loevinger largely assesses how an individual thinks about or conceptualizes about self; the Hunt assesses how a person conceptualizes issues of teaching and learning; and the Rest assesses how a person processes social-justice questions. An indepth review of these measures and their applicability to teacher education samples can be found in Oja (1985). The scoring summaries for these tests can be found in TABLE 4. The DIT was scored by project staff, and the WUSCT and PCT were scored by trained experienced raters who have reached high levels of reliability. All developmental test data results in Year One were made available to individual project participants shortly after the data was scored. At the end of Year Three, post-test developmental results were given to individuals during an interview session which investigated to what extent and how each participant made use of their first set of developmental test scores during the course of the project.

Insert TABLE 4 about here

The Defining Issues Test (DIT) of moral judgment (Rest, et al., 1974) is an objective test of moral reasoning which assesses the basic conceptual frameworks by which a person analyzes a social-moral problem (dilemma) and judges the proper course of action. The DIT presents a moral dilemma and a list of definitions of the major issues involved. The DIT uses a multiple choice rating and ranking system instead of a moral judgment interview. It can be easily administered to groups, objectively scored, and has been researched with firm reliability and validity levels (Rest, 1986).

The Washington University Sentence Completion Test (WUSCT) of ego development (Loevinger & Wessler, 1970) is based on the assumption that each person has a core level of ego functioning. The purpose of the test is to determine this core level by assigning an ego level based on the distribution of a person's ratings or responses to the 36 items in the test. Reliability and validity data for the WUSCT are strong as reported in Redmore and Waldman (1975) and reviewed further in Hauser (1976).

The Paragraph Completion Test (PCT) developed by Hunt, Greenwood, Noy, and Watson (1973) was used in this study to measure teachers' conceptual levels (CL). The PCT uses a semi-projective format in which the person is asked to project his or her own frame of reference within the areas of 1) conflict and uncertainty and 2) rule structured and authority relations. A number of prior research studies found that persons with high conceptual level scores showed less tendency to engage in black and white thinking, greater ability to integrate multiple perspectives, less rigidity of judgment, greater independence of judgment, and greater tolerance of ambiguity and conflict than did groups with lower conceptual level scores. Strong validity and reliability data are reported for the PCT; these have been extensively reviewed and supported by Miller (1981).

Qualitative Data Gathering Tools

In a Project Survey at the beginning of the project and at the end of the first two years of the project, participants were asked to describe their reasons for participating, to define supervision, and describe their supervisory style. Baseline, midpoint, and final interviews with participants involved questions on project implementation as well as participants' perceptions of their ability to match supervisory strategies to the developmental needs of their supervisees. Analysis of group meeting minutes of the supervision groups, principal leadership group and Task Force was also utilized. The facilitator of each group each year wrote a summary of the workings of the group, based on the audio tapes of each meeting and the written meeting minutes. Themes which dominated, recurring concerns and issues, and a comparison of the yearly meeting

summaries of the two supervision groups were made by the project director and principal investigator and outside evaluators. Analysis of selected audio tapes was undertaken when critical issues of themes emerged from the workings of the different groups. Selected audio tapes were transcribed, and both the tapes and the transcriptions were analyzed by internal and external investigators. In Year Two, for instance, an outside evaluator investigated the group process of each supervision group because one group seemed to have a high level of difficulty, hesitancy, and skepticism regarding project content and process goals which was not in evidence in the other group. This evaluator analyzed selected audio tapes and transcripts and found that using the theoretical framework of separate versus connected group characteristics (Belenky, Clinchy, Goldberger, & Tarule, 1986; Lyons, 1983) helped describe the differences in the two teacher supervision groups. In a different instance, when a crucial joint school-university meeting was held at the end of the second year to focus on the schools' past and present issues with the university internship program, both the principal investigator and project director analyzed the tape and written meeting summary to guide their planning of Year Three.

The Supervisory Beliefs Inventory, developed by Glickman and Tamashiro (1981), was used to permit participants to assess their own beliefs about supervision and staff development. Designed to be self- administered and self-scored, the Inventory assumes that although individuals believe and act according to all three supervisory orientations (directive, collaborative, non-directive), one of these orientations usually dominates.

A primary product of the project, the Supervisory Competencies Assessment Inventory is an instrument for assessing supervisory competencies that is differentiated into competencies and behavioral indicators in adult development, instructional leadership, and collaboration. The Inventory can be used as a self-assessment tool for supervising teachers as well as a means of monitoring the practices of supervisors.

A Practice Profile was developed to identify the components of the program and indicators of the ideal, acceptable, or unacceptable usage of key project components. An outside evaluator rated the school sites on the components in the Practice Profile. The Practice Profile was additionally used in two school sites to determine participants' perception of their own implementation of the components.

At the end of Year 3, after reviewing Annual Reports and drafts of the Practice Profile in order to familiarize herself with major goals and activities of the project, an outside evaluator conducted a number of Individual and Group Interviews with teachers, principals, and teaching interns resulting in a Data Analysis Report for each of the two collaborative supervision cluster sites and a Comparative Analysis Report. The Interview Protocol included questions about involvement, changes in the project over the three years, results of the project, and specific probes to get at components in the Practice Profile. Interviews were taped and

transcribed in their entirety. The inquirer engaged in a content analysis, allowing themes to emerge into one data base (for each cluster) and content analyzed again. Themes which emerged were organized into the reports.

A Final Evaluation Survey was designed by the Principal Investigator to verify, prioritize, quantify, or query characteristics of the project outcomes and implementation process which emerged from the outside evaluator's interview reports. This validation step was important and exemplifies Guba's methodology of using quantitative survey data to validate results of interview data. See Appendix.

DEVELOPMENTAL STAGE SCORES

Pretest results of the developmental stage scores of the total number of teachers and principals revealed that 10 scored at the integrated stage, 8 scored at the Individualistic Transition Stage, 6 scored at the Conscientious Stage, 3 scored at the Self-Aware Transition Stage, and 1 scored at the Conformist State. See TABLE 4a, LOEVINGER EGO DEVELOPMENT SCORES and TABLE 4, COGNITIVE/DEVELOPMENTAL STAGE SCORE INTERPRETATIONS.

Insert TABLE 4a about here

Of the total participants involved in the project for the initial training year and at some point or various points in the next two years of the project, 64% scored at the post-conventional ego development stages. Three principals and eight teachers were very active and sustained their intense involvement and high level of activity throughout the three years of the project. The scores of 73% of these eleven very active participants were at the post-conventional ego development stages, with 54% scoring at the highest stage, called the Integrated Stage.

In prior projects using the Loevinger Ego Development measure with teachers, the average stage scores recorded were stage 4 or stage 3/4 (see review in Oja, 1985). In these prior studies, few teachers scored at stage 5, the Integrated Stage, and often the highest score recorded was stage 4/5, the Individualistic Transition. In comparison, in this collaborative supervision project 36% of the participants scored at stage 5, with the average stage score being stage 4/5, and the mode was at stage 4/5, the Individualistic Transition stage. We must conclude that the Collaborative Supervision Project initially attracted a particular subgroup of teachers and principals in the five elementary and two middle schools, two-thirds (64%) of whom scored at higher stages of development.

It must also be concluded that the content and process of the Collaborative Supervision Project sustained involvement of very high stage participants. 73% of those who sustained high levels of activity and involvement over three years scored at stage 4/5 or 5, with 37% of this group scoring at stage 4/5 and 63% scoring at stage 5.

The Collaborative Supervision Project was uniquely different from two preceding collaborative action research studies. In the previous projects (Oja & Pine, 1983 and Ham, 1985), participants for the projects were chosen to represent a range of stages of development. The span was from stage 3 to stage 4/5, representing the modal and high stage scores one would expect in a typical school setting. These previous studies purposefully included people with a range of scores and then carefully documented each person's reactions to the collaborative action research process.

The finding in the current study is important. There is not a wide range in the scores of teachers who chose to be involved, nor are teachers' scores equally distributed among the stages. It is clear that the teachers who self-selected to be involved in collaborative supervision and who sustained their involvement in the project were teachers at higher stages of development.

It is unlikely that teachers functioning at fairly high developmental stages will exhibit vertical stage change in just two years, so it is no surprise that no significant vertical change in developmental test scores was seen. Vertical stage change is rare and Loevinger (1976) claims that at least five years is needed for stage change. We believe this is true particularly at the higher post-conventional stages. Our prior work (Oja, 1978; Oja & Pine, 1983) indicated vertical stage change occurred within the conventional scorers, with the higher stage teachers experiencing horizontal growth and refinements at the same stage but no significant vertical change in stage scores within the two year projects.

Comparison of developmental stage scores with moral judgment scores and conceptual level scores is seen in TABLES 4b and 4c. In TABLE 4b 61% of the total respondents scored at moderately high or high levels of moral judgment, with 75% of the "very active" respondents having scores in these categories. In TABLE 4c, 90% of total respondents scored at moderately high or high conceptual levels, and 100% of the "very active" respondents scored in the high conceptual level category.

Insert TABLE 4b and TABLE 4c about here

PROJECT OUTCOMES

1. Outcomes for School Teachers and Principals

How did the collaborative supervision project alter cooperating teachers' ability to implement effective supervision practices with graduate teaching interns, undergraduate exploring teachers, and peers?

How did collaborative supervision alter principal's ability to implement effective supervision practices with teachers?

Outcomes/benefits of the knowledge base

Cooperating teachers report that the knowledge base in adult development and instructional supervision provided by the project has led them to be less impulsive and directive with their interns; instead they take a more developmental, objective and reflective approach. One cooperating teacher who has had both interns and exploring teachers said:

> We try to be much more objective and not answer questions so quickly. Before the project, an intern would say, 'How can I organize this lesson for tomorrow?' In the old days, I would say, 'You can do this and this and this' and they just copied what I said. It might have worked and it might not have. But now I would ask questions. I would say, 'What do you think? How do you think you could organize it?' Another question I would probably ask would be, 'What are your objectives? What do you want to get out of this lesson and how can you best do that?'

Every respondent interviewed who was part of the Year One instruction on models of adult development spoke positively about its usefulness. All commented that it provided a useful perspective which assisted them in being less emotional and more objective. They also commented that they could see differences in thinking and attitude between those cooperating teachers who had the background and those who lacked it. Respondents commented that they would like to continue and increase the visibility and use of the adult development knowledge base. A teacher described it this way:

> I found that the people who got involved later (without the adult development background)...you can see their approaches to problems aren't much different than where we were before the program started.
> People who have no idea about adult development have more of a chance to get upset.
> Background in adult development would help them clarify their situation. They'd be more reflective and decisive, and the collaboration process would be strengthened.

Data from the Final Evaluation Survey verify this qualitative data (see TABLE 5, SUPERVISION KNOWLEDGE BASE AND TABLE 6, ADULT DEVELOPMENT KNOWLEDGE BASE).

Insert TABLE 5 and TABLE 6 about here

Outcomes/benefits of the use of the models

Respondents report a number of outcomes or benefits from the use of models of adult development and supervision. These benefits are discussed, illustrated by respondent comments, and verified in the Final Evaluation Survey. Likert scales in the final evaluation survey were a 5-point scale with 1 meaning "not at all," 3 meaning "to some extent," and 5 meaning "to a great extent." Percentages are used to help describe the data results.

Teachers have discovered new ways of looking at people. 100% of the respondents ($\bar{x}$=4.2) indicate that the knowledge bases in supervision and adult development have provided them with some new ways of looking at people (see TABLES 5 and 6). They have discovered everyday applications in the classroom. They appreciate the theoretical bases and justification for their intuitive beliefs and behaviors. Three respondents' comments are representative of these benefits.

> I have learned about different styles and that each person, because at a different developmental level, has different strengths and weaknesses and that different supervision styles are appropriate. It was a real eye opener.

> We deal with the everyday practical applications, but we never had time to delve into these theories and all the new application and the implications they would have for our classrooms.

> As we learn more on supervision... Learnings about the theoretical base of self-directed development is really exciting. Having always used elements of self-

directed development, and never realizing it could be an alternative mode of supervision. Learning the theoretical base justifies what you were doing intuitively.

Teachers have developed a healthy dissatisfaction with current supervision practices, and are showing the beginnings of experimentation and solution finding. 54% of respondents are less than satisfied with the level of supervision they get in their schools ($\bar{x}$=2.6). 87% think that their school staff evaluation processes should make more explicit use of alternative models of supervision ($\bar{x}$=3.9), while 85% think school evaluation processes should make use of adult development theory ($\bar{x}$=3.8) (see TABLE 7).

The more that I learn about supervision, the more that I know that I'm not being supervised.
I'm just aware of all the things that should be done that aren't happening.
So, I'm learning more and I feel that I need to have more supervision.
I haven't really confronted the principal about that.
I guess I need to take some ownership of that, for asking for more.

Modifications of the evaluation process:
One of the problems with our evaluation process is that there is a checklist, a yes-no checklist; yes-this person has this, no-this person doesn't have this.
It's been frustrating in that if you check something in the no column, the person immediately feels that you don't think they have any of that characteristic.
Probably they do have some. It's just a measure of degree.
So, when I did my evaluation last time I put in five spaces and put check marks on a continuum and asked the principal to respond in kind.
I am trying to determine direction for my own evaluation, taking a look at the areas that I am strong in and that I need to continue being strong in, but areas that I am not as strong in, not that it's totally lacking.

Familiarity with alternative models of supervision opened doors for lots of teachers, experienced teachers. Provided an opportunity for them to experiment, too.
Something different can develop as a parallel course or a replacement of the ways we supervise experienced teachers.

That would not have happened without this project.
Last year we were able to pursue peer supervision instead of the standard evaluation process.
We have a new administrator this year.
We were able to do peer supervision and the standard evaluation process.
Another administrator next year, but we are not going to stop what we have started.

Principals comment on the usefulness of the models of adult development and supervision, and their efforts to add different styles to their repertoire, and their appreciation of the legitimation of using different styles with different people.

It has helped me in supervision.
It helped to legitimize using different supervision strategies for different people.
It helped to have a theoretical base for what I believed was right -- to differentiate supervision for different people in my building.
I got a theoretical base which provided support to that.
I felt more comfortable doing it.
I didn't have to feel like I was, as a principal, not doing the right thing -- because I wasn't using this evaluation system formula.
I now felt like I knew what I was doing.
As a supervisor, I can relate more comfortably.
I can say that is directly related to this project, more than any other courses I have taken.
This helped me to feel more comfortable as an evaluator and a teacher supervisor.
If I feel more comportable, then I'm going to relate better, more easily, with more confidence.
I can be a more helpful person.

I have a relatively easy time supervising people who I think are relatively autonomous people, who can learn quickly and who can direct themselves given the resources and the encouragement.
I always resented...found it hard to deal with other teachers ...who needed a direct supervisory approach.
It never occurred to me that people do develop differently, and that it's all right to be directive.
It's very difficult for me.
Sometimes I probably neglected things when the need to be directive was there.
Looking at adult development in particular, it made it ok.
I didn't resent it. I did it.
But looking at Adult Development from several different perspectives, particularly Loevinger's stuff on ego development...made me say, 'Aha, that's where that person is.'
Not in an absolute sense, because I think it's a mistake to simplify that stuff.
When you look at that, and look at the way they look at concepts, and you look at how they behave in a generalized pattern, you can begin to say, 'Aha, that's where that person is' and it's all right.
And this is the way I need to behave to match that.
It may not be what I like, but my behavior has the best chance of effecting that persons' behavior in positive ways.

I got a lot more sleep.
I am a sensitive, caring human being, and there are parts of the principalship that rub against that.
You need to be able to change your leadership style for the person that you are working with.
Even though I'll always have a predominant style.
But with individuals, I have to be able to shift.

Teachers appreciate the perspective that it adds to their work with interns. 100% of the very active ($\bar{x}$=4.4) and 75% of less active ($\bar{x}$=3.0) respondents report that the adult development knowledge base has affected their work with interns (see TABLE 6).

I wasn't aware before... When an intern comes into the classroom, you know that they don't have as much knowledge and information as you do in the field, obviously.
They are younger than you are usually which puts them in different placement in life.
But I didn't make the connection with adult stages of development and realize how you supervise a person really should be dependent on what level they're at.
That what is a support for one person would be a challenge for another person, for example.
One thing would be a challenge for a person at a higher level and would be totally inappropriate for someone at a much lower level, because it wouldn't even be a challenge to them, it would just be something that they were not capable of doing yet.
So you wouldn't want to put them in that position.
We learned through our study of adult development that you do both to grow.
That if you just have support, you aren't going to grow.
If you just have challenge without the support, you won't either.

Continuation and Spread: Use of models of adult development and supervision

Respondents are grappling with ways to infuse new cooperating teachers into the groups. They feel that the new people need to be encouraged, and their collective learning needs to continue. One teacher said,

We're trying to get other people, because we do have other teachers who take Exploring Teaching students and interns and student teachers, who didn't go through this process, who weren't part of the project.... We try to find ways to bring them in and try to find ways to pass on the information that we've learned in a helpful manner so that it will help them with what they're doing.

Some respondents commented that they would like to continue and increase the visibility and use of the adult development knowledge base. One principal commented on its promise to pave the way toward differentiated staffing.

Final Survey data from participants active all three years confirm the wish for CONTINUATION AND SPREAD OF THE KNOWLEDGE BASE (see TABLE 7).

Insert TABLE 7 about here

The Supervisory Competencies Assessment Inventory

The purpose of this section is to document the development and implementation of a supervisor assessment process and the instrument itself, the Supervisory Competencies Assessment Inventory which includes competencies and behavioral indicators in adult development, instructional supervision, and collaboration. We have additionally sought to raise issues associated with the development of such an instrument and to solicit recommendations for further refinement and validation. Development of the instrument is an ongoing local effort, so this section addresses work in progress.

Supervision which reflected all three areas of the project focus (adult development, instructional supervision, and collaboration) was deemed important by the Teacher Supervision Group which decided to begin the planning and development of a supervisory assessment instrument during Year 2 of the project. In format, it was modeled after the University Intern Evaluation form (Kull, 1988). The TSG felt it was essential to develop an instrument and devise a plan for its usage which would allow for individual supervisory styles, knowing that adults vary in their rates and patterns of professional development.

During Year 2 of the project, the TSG divided into three subgroups of three to four persons each. An initial item bank in each focus area was created. The items were developed from participants' knowledge of the theory and research in the focus areas investigated in the Year 1 training and their initial supervisory applications in Year 2. Sample evidences, called behavioral indicators, were devised for each item that was chosen from the original item bank. Items were categorized under the following areas: Adult Development, Instructional Supervision, and Collaboration. A 5-point Likert-type scale with endpoints, Weakness----Strength, formed the rating to be given for each item. Space in each item was provided where progress notes could be written. Each item bank with behavioral indicators was then given to the whole TSG and to a second TSG to review, edit, and discuss where changes needed to be made in the content of the items, format of the inventory or ease of use.

After a series of revisions in each focus area the entire Supervisory Competencies Assessment Inventory was drafted in March, 1987. See the Appendix for this inventory. The inventory was used at the end of the second year of the project, in June, 1987, by all participants in the Project as a self-evaluation tool. As participants used it as a self-evaluation tool, their input was also solicited on the inventory itself (form, language,...). Reactions were also solicited from cooperating teachers from other schools, supervisors, and other teacher education faculty. Most felt that the form served to guide self-evaluation and goal-setting in collaborative supervision. It was suggested that goal-setting conferences be held between teachers in the TSG meetings at the beginning of Year 3. Some teachers used this inventory with project staff as a focus of consultation about supervision during Year 2 and Year 3.

Our experience with the Supervisory Competencies Inventory at the end of Year 2 indicates that the form stimulated a more focused goal-setting among certain teachers and principals. They became aware of specific strengths and lesser developed areas.

In the third year of the project, after consulting with OERI's evaluators, Marsha Weil and Susan Loucks-Horsley, we tried an alternative to the more general self-evaluation. Marsha, particularly, had been concerned with whether or not individual supervisors were consistent in their ratings over a series of supervisory interactions. She also gave many suggestions which made the sample evidences more behavioral in tone. From their suggestions we are emphasizing accountability, more rigorous evaluation methods, and consistency among evaluators as issues to be considered during revision.

One of the ideas for continued revision included choosing several items from the inventory which reflected directly observable behaviors and then using video tape sequences of supervisory interactions so that the TSG members could together discuss their ratings for a particular item in relation to the observed behavior. It is expected that a variety of factors affect ratings, for instance, "reading in" additional meaning (one member of the TSG suggested a glossary of terms to combat this likelihood) and relative importance of the behavior (for some individuals, certain items are just more valuable and important than other items).

The knowledge base appears to have been well used in the development of the competencies inventory. The items are written to reflect valued levels of development; in many ways they are suggesting the qualities of the higher post-conventional, interdependent developmental stages. Respondents would like to see continued development and revision of this instrument, indicating needs for a glossary of terms or revised language more understandable for people who did not go through the

Phase One training year. Data from the Final Evaluation Survey indicate that 78% of total respondents see the Inventory as a useful tool for assessing their own development ($\bar{x}$=3.5) while 83% could see the Inventory adapted to part of their school staff evaluation process ($\bar{x}$=3.4) (see TABLE 8).

Insert TABLE 8 about here

Seventy-six percent (76%) of the responding teachers and principals have experimented, at least a little, with the Inventory. Teachers have used the Inventory as a self-reflection, self-assessment tool, with some getting colleagues feedback as part of the supervisory evaluation process. They review it periodically and informally judge their own performance in terms of the criteria on the Inventory. One said, "I used it for a bookmark, so I could look at it often; it has helped me think differently about my peers and especially about my exploring teaching undergraduates." Principals have used it as a method of looking at their own supervisory behavior and as a way of thinking about supervision of teachers before beginning the school year.

A sample of teachers and principals was interviewed at the end of Year 3, on their use of the supervisory competencies inventory. They were asked to compare their ratings on the Inventory from Year 2 to Year 3. They were also asked to describe their experiences in using the Inventory for self-evaluation and goal-setting compared to rating the Inventory based on a current or retrospective analysis of a specific supervisory interaction. The following issues emerged. All items on the Supervisory Inventory do not pertain to a particular supervisory interaction; supervisors cannot be rated on all items during one or more supervisory interactions. It also became clear that even the items which could be addressed in the specific supervisory interactions with the intern, must be considered both within the context of the specific supervisory interaction and within the overall pattern exhibited by the supervisor to date. Some items which had been rated very highly in Year 2, were subsequently noted as areas to be developed, because of a teacher's new interpretation of the item in Year 3. Some teachers reframed the content of the item in a new way in relation to their current goals, and this was very important in a teacher's own growth and development. Clearly a simple quantitative comparison of the items from year to year would not show this.

Although developed separately from the Inventory, a Supervisory Interaction Observation form was helpful for use in conjunction with the Inventory. The purpose was to provide documented evidence for particular item ratings on the Inventory. Particular observation forms could be tailored to specific content items on the Inventory if a supervisor wished to work on those items as a goal.

In the year following the 3 year project the cooperating teachers from one Teacher Supervision Group will use the Inventory at a group meeting to self-evaluate and goal-set for the year. This may be quite useful because the three content areas relate not only to supervision of the intern, but collaboration in the group meetings and in the school as well.

Outcome/Benefits of the Collaborative Action Research Process

Data from the Final Evaluation Survey indicate that 96% of total respondents ($\bar{x}$=3.7) report that the collaborative action research process has provided them with new ways of looking at people. Some, 90% of the very active ($\bar{x}$=3.5), and 50% of less active participants ($\bar{x}$=2.6), have made applications in their classroom. A comparison also shows that 82% of very active participants ($\bar{x}$=4.0) feel they have made applications of the collaborative action research process in their school, while 64% of less active participants ($\bar{x}$=2.5) indicate such school level applications (see TABLE 9, COLLABORATIVE ACTION RESEARCH PROCESS).

Insert TABLE 9 about here

In the Final Evaluation Survey, participants were asked to briefly define or describe collaborative action research. 77% of respondents wrote descriptions which compare to the ideal description in the Practice Profile, and 23% wrote descriptions which were rated acceptable. Critical elements of the acceptable and ideal definitions of collaborative action research are as follows:

> "ACCEPTABLE" - A group works together toward a common goal. Everyone buys into the goal. Everyone uses their expertise to further the goal. Everyone is involved in sharing and providing support for one another.
>
> "IDEAL" - Using new bodies of knowledge (i.e., models of adult development and supervision) to further the group goal. Everyone learns and experiences new things. Everyone is more willing to take risks, recognizing and talking about their less developed areas, trying new things.

100% of the very active ($\bar{x}$=4.5) and 83% of the less active participants ($\bar{x}$=3.3) responded that the collaborative process each experienced in the project was important.

Benefits for Participants

Respondents report numerous additional benefits, which have been grouped into four (4) theme areas:

(1) Focus on larger issues
(2) Opportunity of sharing and support
(3) Increased sense of efficacy and growth
(4) Spin-offs

Qualitative interview data is corroborated by the quantitative data in TABLE 10, BENEFITS, which summarizes Final Survey data from all participants who responded (n=27) and the eleven (11) participants who were very active in the project over all three years.

Insert TABLE 10 about here

First, 100% of the most active participants, and 70% of the total respondents reported that the project provides teachers with an opportunity to focus on larger issues, issues which go beyond the here and now supervision of interns. Respondents comment on their increased sense of professionalism and sense of responsibility. One teacher put it this way: "I think probably one of the big significant growths is that we are talking about teaching as a profession.... We are more aware of what's going on, which we don't always have time to do." A principal said,

> Teachers want to talk about the issues. There is no time built into the schedule to talk about issues. The project provides structured time to talk about educational issues of importance. The expressed focus is on the interns. Related issues kick off discussion of broader issues.

Another teacher said, "It certainly brought me out of my classroom and I feel much more global responsibility for this school and for the staff." "Because we function as a group," said a teacher from a different school, "we are addressing more serious questions that have more long range significance...than just what someone's intern is doing."

Second, 80% of the total respondents reported that the project provides teachers with a sense of common purpose and common challenges. 85% of respondents appreciated the support for one another as they face similar experiences and problems. They comment on the commitment and cohesiveness of the group,, and how much they appreciate the opportunity to share, to give and receive support. 96% appreciated the opportunity for mutual sharing, and 85% liked the open sharing among group members. 59% of the total respondents report feeling less isolation and more caring. As three teachers in a group interview described,

> There is an attitude of caring and open mindedness in our group. It provides a supportive feeling and makes us feel better about each other.
>
> There are not many situations in which this happens elsewhere in the school.
>
> We have a real different feeling about walking into each other's classrooms now.

A principal reported,

> Though I fully support the idea that we should improve what happens with the interns, I think that the real payoff for me and the school is what teachers can do with each other. Sharing their increase in skills, ability to supervise, to get to the point where they can challenge each other in meaningful ways, within a secure framework.

Third, 78% of all the teachers and principals report a sense of growth; and 100% of the interns' cooperating teachers feel they are doing a better job of working with interns than they did before. Respondents commented on their personal and professional growth; their roles have expanded; they have taken risks (as one teacher said, "They were more willing to stick their necks out"); they have gained confidence; and they have helped each other grow. One cooperating teacher expressed the feelings of others by saying, "It feels as though we are doing better at addressing the major issues about working with an intern than we ever did before. We are growing." Another talked about the issues in her own supervision:

> I think that the project has given me a better understanding that it's o.k. to go out and be much more self-directed in my own staff development. I am feeling much more in control of the directions I want to take. I have always gotten support for what I wanted to do, but I am realizing that I can do even more than I was doing before and that I can choose my directions. I have tried to make a direction for my own supervision.

Fourth, respondents in one collaborative supervision site report numerous spin-offs. One is a workshop on the connection between reading and writing that "was a nice spin-off that occurred when people started talking about it more and trying to incorporate it into our classrooms." Another is individual action research studies on issues in supervision completed by eight teachers and one principal. Two teachers experimented with peer supervision.

One teacher decided to expand her career aspirations to include more university courses in supervision and she is thinking about other leadership and supervisory possibilities with adults in the schools. Some teachers have participated in grant writing. One said, "I would never have considered writing a grant without this project. I got a gifted and talented grant." Four teachers and one principal had new experiences in co-teaching a university course for undergraduates in Exploring Teaching. One described the experience as follows:

> I'm in a position to continue to bridge collaborative associations with the university and to provide placements for EDUC 500 students. I play a real important role, helping these students find out if they want to be teachers or not. That raised my confidence, but in turn I'm going to benefit education in general, through this, semester after semester with another 15 students each time.

Numerous teachers and principals have attended conferences and presented at conferences about the collaborative supervision project. For some it broadened the scale of conferences they attend; for others, like the one who commented below, presenting was a new experience which opened new doors.

> Personal growth - presenting at conferences added a whole other dimension. I was scared the first time. Now we've seen a lot of areas that we wouldn't have attempted to pursue that cooperating teachers certainly can pursue, and we've seen that what CTs have to offer is very valuable, re: practical experience. Going to conferences opens so many doors. Talking to people from different places, in different jobs, so many neat roles, resource people...does a lot for our perspectives. Don't get a chance to see otherwise.

2. OUTCOMES FOR INTERNS

What impact did the collaborative supervision project have on intern's knowledge experiences of effective teaching practice in schools?

Benefits for Interns

Interns get a broader experience because they get to know and work with a number of classroom teachers as well as interns in the same school. They can compare and contrast experiences with each other, achieving a broader perspective. Interns recognize and value that breadth of experience, as one said, "We get diversity from sharing our stories, experiences about different grade levels, styles, methods, etc."

Another intern reported, "Learning to get along with other adults is as important as getting along with kids." In each school site, cooperating teachers organized planned observations of specific subject areas, for example, math, reading, as well as different grade levels, and then debriefed with the interns in group meetings and individual conferences. One intern described the value of seeing different grade levels:

> We have spent a week in a different grade. Observing, talking with the kids, asking them what they were doing, what they liked and didn't like. Got a chance to really see where the 5th graders were coming from, the differences between 10 year olds and 6 year olds. That was really neat. The teacher ended up being absent the following Monday, so I got a chance to substitute after having spent a week observing.

A teacher described the cooperating teachers' perspectives:

> Also with the cluster placement, an intern from one class can also feel that she/he can consult with a cooperating teacher in another classroom. It gives them more resources, more people to talk to, more styles to look at. Before we started this project, or at least for myself, I know I didn't make a real effort to present many different viewpoints to my intern. Whatever worked for me and worked in my classroom and I was comfortable with was the majority of what I presented to the intern. It didn't really let them know that there are a lot of different ways of doing this wonderful job that we're all doing which is very difficult.

The cluster placement provides interns with an identity group within which they provide support for one another. They talk about their issues and concerns. They feel a security in numbers, that they have someone else in the school to identify with. One intern described her initial fear and then the support she felt in a cluster site:

> In the first week, you feel comfortable knowing that you are not the only intern walking through the halls, and that all the teachers aren't turning their heads and saying, 'Who's she...' they realize there are six of us, ...and we realize we're going to get to know the other five cooperating teachers pretty well, too.

Another intern said simply, "There's somebody to sit next to in the lunchroom, so that you don't feel like you are just the shadow of your cooperating teacher."

Interns valued highly the observations by the cooperating teacher and university supervisor. They found them helpful, useful, and supportive. Interns all wanted more observations by the CTs and university supervisor. Cooperating teachers and supervisors in the cluster sites are using this information from the intern interviews to restructure their observation plans to meet the interns' perceived needs.

Interns varied in their reactions to the group meetings with cooperating teachers. In one site, cooperating teacher and intern meetings were limited to one, which was informal, off-campus, and included dinner. All interns felt this was a great experience, relaxed and provided "productive" conversation. These interns suggested having more of these kinds of large meetings. Interns in a different site met biweekly with all the cooperating teachers before school. They found some value, but also felt a burden of so many meetings and suggested less meetings and agendas that didn't duplicate their weekly intern supervision seminar. Cooperating teachers from both sites are using the intern interview data summaries to rethink and restructure these cooperating teacher and intern meetings.

What impact did the collaborative supervision project have on the intern placement process in the schools?

Of total respondents large percentages report that the project significantly affected their school's recruitment (75%), placement (75%), supervision (89.5%) and evaluation (83.3%) of interns. See TABLE 11, INTERN PROCESS IN THE SCHOOLS. Because of the project the university has initiated a mailing to all prospective elementary interns in which each school cluster site has described their school (size, setting, philosophy, new activities) and individual paragraph summaries of prospective cooperating teachers and classes (grades taught, style of teaching, approaches to curriculum, involvement of parents, and possible plans for inclusion of the intern in class and school activities). This procedure has not been used before, and it gave prospective interns more information with which to begin their observing and interviewing processes at schools which interested them. Teachers and principals in each school cluster site have planned an orientation day for prospective interns in March of the year, and subsequent observations and interviews with prospective cooperating teachers. At these meetings interns and teachers discuss child development and philosophies of teaching.

Insert TABLE 11 about here

The process at one school has evolved from a series of prepared verbal questions for the interns to a written questionnaire informally assessing interns' commitment and developmental levels by such questions as: What strengths do you have in curriculum areas that might be a starting point for your internship? What areas do you wish to develop during your internship? What specific goals do you have for your internship? What does a good teacher do to help students to learn? Teachers read and listened to the answers for possible clues about their attitudes, beliefs, and developmental levels. After interns have rank-ordered their preferences for cooperating teachers, the teachers and principal meet together to discuss and decide how a particular intern might best be matched with a specific teacher. This method of matching is important because both cooperating teachers and interns have considerable input. The process of intern placement is still changing in this school, but in two years it has evolved into a process through which cooperating teachers feel more involved and responsible.

3. Outcomes for school-university collaboration

What impact did the collaborative supervision project have on the school collaboration with the university?

What impact did collaborative supervision have on collaboration among teachers within the schools?

As a result of the collaborative supervision project, 100% of the total respondents indicate that collaboration with the university has improved ($\bar{x}$=4.1) and 87.5% indicate that collaboration among teachers within their school has improved ($\bar{x}$=4.0) (see TABLE 12, COLLABORATION BETWEEN UNIVERSITY AND SCHOOLS AND WITHIN EACH SCHOOL).

Insert TABLE 12 about here

Another set of research questions addressed school-university collaboration on issues of improved supervision. This program has resulted in alternative models for school-based supervision and linkage with university field experiences. A School-University Task Force for Improved Supervision was established with responsibility for the identification of supervisory competencies and the development of school-based models for supervision. Teachers and principals serve on the Task Force with university faculty, supervisors, and the director of field experiences. Participating teachers and principals were fully involved in all aspects of the program, including regional and national dissemination. In organizational changes thus far, the university education department has begun a plan to recognize the additional skills of cooperating teachers as trained supervisors with higher honorariums and provides a significant reimbursement for the school level position of field coordinator of cooperating teachers and interns. There is strong commit-

ment of the university director of teacher education and the director of field experiences in the cluster placement of elementary interns (6 interns per school site). Also some university supervising faculty are interested in extending and tailoring the cluster placement and collaborative supervision model with some secondary schools.

School and university participants are committed to improving the teacher training process. They believe that teachers and schools should have more impact, enabling more collaborative approaches to supervision. TABLE 13, MOTIVES TO PARTICIPATE, indicates that 100% of the very active participants felt an obligation to the development of young teachers. This was their primary motive to participate in the project. Both the very active participants (91%) and the less active participants (81%) wanted to improve teacher training practices and the internship experience specifically as reasons for participation. 74% of the total respondents participated in the project because they wanted to increase the impact teachers and schools have on teacher training practices.

Insert TABLE 13 about here

A School-University Collaborative in Teacher Education (growing out of the project's three-year Task Force for Improved Supervision) was formally formed by vote of the University Teacher Education Committee at the end of the third year of the project, as an ongoing committee with representatives of all school and university cluster sites as well as the Teacher Education Committee. Its mandate is to focus on teachers, principals, university supervisors and teacher education faculty meeting together, collaborating on the cluster placement concept, strengthening the link between university supervision and cooperating teacher supervision, exploring alternative supervisory models, exploring common university and public school issues, and improving public relations.

The concept of cluster site coordinators has been institutionalized. These coordinators, whether from the school in the role of the Coordinator of Teachers and Interns, or from the university in the role of the university supervisor, have a new role description. They are to be organizing, mobilizing forces among the cooperating teachers, principal, and interns in a school cluster site. They are to connect the schools with the university. They are to be liaisons to university resources, programs, and faculty.

4. **Outcomes for programmatic/organizational dimensions of the university teacher education program?**

   What is the impact of the collaborative supervision project on the design and implementation of supervision practices at the university?

At the end of the 3-year project the university teacher education committee voted unanimously to commit to the development of more cluster sites and collaborative supervision models at both the elementary and secondary level. In the year following the project, 1988-89, two new cluster placement sites in different school districts will be in operation. Additionally, three new cluster placement sites will be developed (one secondary science and math cluster, one cluster site at the elementary level, and one yet to be decided) in three more school districts to be operational in the subsequent year 1989-90. University level funding through an Elliott Grant provides the costs for development of these five new cluster sites as well as continuing development costs for collaborative supervision in the two clusters described in this project report.

The University Teacher Education Committee has voted increased stipends for cooperating teachers "experienced in supervision strategies." Teachers can gain experience through university supervision courses and seminars in supervision as well as collaborative action research in the collaborative supervision sites in the schools. Each semester free tuition is given to cooperating teachers willing to commit to the "supervision seminar course."

Results of the Final Evaluation Survey in TABLE 14, UNIVERSITY SUPERVISOR, indicate that only 67% of total respondents ($\bar{x}$=2.8) are satisfied with the frequency of contact with their university supervisor, while 100% of all respondents agree ($\bar{x}$=4.6) that the university supervisor is important to the success of the goals in collaborative supervision. 82% found their interactions with the university supervisor helpful ($\bar{x}$=3.5), 78% were satisfied in their relationship with the university supervisor ($\bar{x}$=3.6), and of those cooperating teachers who responded, 91% reported the triad meetings to have worked well ($\bar{x}$=3.7).

There is a university commitment to continuing collaboration between university supervisors and cooperating teachers. Cluster site participants are encouraged to meet together regularly. The university supervisors group which meets triweekly is investigating the shifting role of the university supervisor in a collaborative supervision model. Supervisors already in cluster sites are saying that the collaborative supervision models are making the university supervisor's role more exciting and more valuable in different ways. In some cluster sites there is an additional collaborative action research component. This component is encouraged by the particular university supervisor's interest and expertise as a resource and facilitator to teachers' ideas for action research. The university supervisor finds that the collabo-

rative research component enhances the supervision responsibility in terms of university promotion and tenure.

How did the collaborative supervision project contribute to the development of a teacher education program design which includes the content of alternative models of supervision and adult cognitive developmental stages?

There is no institutionalized plan. However, in the year following the project, two major school-university workshops are being planned at the request of representatives of the cooperating teachers, principals, and university supervisors from the cluster sites. The first workshop focuses on alternatives for collaborative models of supervision. The second workshop will focus on adult development and will feature Sarah Levine, who has just published Promoting Adult Growth in Schools (1988). The need for continuation and spread of the knowledge base in adult development and alternative models of supervision was cited earlier in this paper. Teachers and principals expressed their view, and we are now finding more university supervisors in cluster sites joining in this desire. For the future, in its new doctoral program proposal, the university Education Department has defined a TEACHER DEVELOPMENT area of inquiry with courses and practicum in educational supervision and developmental perspectives on adulthood.

DISCUSSION OF RESULTS

Outcomes for Teachers and Principals and Comparison of TSGs

In one set of research questions, we investigated the degree to which the teachers and principals learned and implemented collaborative supervision which matches alternative supervision strategies to the developmental needs of supervisees. This program encourages participants to recognize the individual developmental needs of supervisees and provide both supports and challenges in a matching model process to enhance the growth experience.

Our findings indicate that only some cooperating teachers and principals attempted and accomplished the ideal collaborative supervision program described in the Pracice Profile. Our assessment is based on eight cooperating teachers and three principals who received the initial training and remained active participants in the supervision groups throughout the second and third years of the project. We observed what these participants did to implement matching adult development stages and alternative models of supervision with their supervisees. Those who were attempting and achieving the ideal implementation

of collaborative supervision, for the most part, were those who had undertaken specific collaborative action research projects as part of the collaborative supervision program. Analysis of the specific ways each teacher implemented the matching of supervision models to developmental needs of supervisees shows that five teachers achieved ideal implementation of collaborative supervision.

Collaborative action research, adult developmental theory, and alternative supervision models are three equally important components of the ideal implementation of collaborative supervision. There may be phases of development in the process of a cluster placement site and the teacher teacher supervision group, however, which affect the possibilities for ideal implementation. The knowledge base and experience of the group facilitator, plus the consistency and stable membership of the facilitator and teachers and principal in the group make a difference in outcomes.

In comparing the two schools' enthusiasm for the knowledge bases, key people may have been an important variable. One site had a single facilitator throughout the three years of the project as well as stable teacher members. Could it be that their stability, shared knowledge base, and mutual growth was a critical factor in explaining their apparent greater enthusiasm for the material on adult development and models of supervision? They appear to have made more extensive use and application of the knowledge bases. In contrast, a second site had a different facilitator each year, two in Year 1 (the crucial year for getting the knowledge bases launched) and has had a different group of teachers each year, depending on who are cooperating teachers. In this site, it seems that those three most active participants over all three years, who were exposed to the knowledge base in adult development and alternative strategies of supervision, were and still are enthusiastic about its usefulness.

Our outcomes also suggest that there are alternative ways for the cooperating teachers as supervisors to think about matching supervision with the needs of interns. One supervision group defined "needs" as the interns' 1) needs to see many different expert teacher's styles and 2) needs to experience the collaboration of working together on a mutually defined project in the school. Not all of this group's members had been part of the first year training and their leadership as well as membership changed each year. The other supervision group defined needs as the cognitive-developmental needs of supervisees in the areas of ego, moral, conceptual, and interpersonal development. All of this group's members had participated in the Year 1 training, and the leadership and membership was consistent over three years.

As one part of this study we investigated the effect of the collaborative supervision experience on the development of cooperating teachers' and principals' perspectives toward supervision. We investigated their perspectives toward the knowledge of adult development theory and alternative supervision models as well as collaborative action research. We described the cognitive developmental stages of the participants and the context of the schools in which the teacher supervision

groups operated. Cooperating teachers and principals entered the project in Year One with little knowledge of adult development theory. What existed, if any, was the age-related theories popularized by Gail Sheehy's paperbacks Passages and Pathfinders. (An exception was one principal who was quite knowledgeable of Kohlberg's stages of moral development.) Teachers possessed little knowledge of alternative supervision models and most had experienced only the administrative monitoring supervision strategy with their own principal. Exceptions were two teachers who had participated in a university based "seminar on supervision" for cooperating teachers. These two teachers were actively supportive of the project concept as it was proposed to the district and the university and OERI. The principals of the district were quite knowledgeable about alternative models of supervision because they had read and talked about Glatthorn's differentiated supervision strategies and ASCD's supervision video tapes during the two years prior to the development of the project. None of the participants had experienced the process of collaborative action research.

At the end of the project as Final Survey data indicated, all participants had experienced the process of collaboration. One supervision group was experienced in the process of collaborative action research, had gained significant knowledge in adult development theories, and was practicing alternative models of supervision which they had investigated. A second supervision group had experienced the success of collaborating together, had focused on a more limited set of needs of interns, and was developing supervision strategies for their interns based on their own intuitive sense of practice.

The collaborative supervision project significantly altered some cooperating teachers' views of supervision. After three years in the project, cooperating teachers in one supervision group were quite focused on matching their supervision strategies to the developmental needs of their supervisees. A subgroup of participants in this supervision group undertook additional action research studies and documented their findings in written manuscripts and verbal discussions to their colleagues in the supervision groups. One teacher's study focused on her supervision with undergraduate exploring teachers. Another teacher's study focused on the self-development supervision strategy and how/why it matched her needs at her own stage of development. Two teachers worked together to try out and document their findings in a peer supervision model and how/why it appropriately met their needs at their own stages of development. Two cooperating teachers' action research studies focused on additional new roles they took on, one as Course Collaborator in a university course for exploring teachers and the other as a Coordinator of Cooperating Teachers and Interns in her school. Each described how the new roles supported and challenged their current ways of thinking. One principal completed an action research study which focused on his attempt to match appropriate supervision strategies with the developmental needs of four teachers in his school. In all, teachers in this supervision group exhibited altered perspectives of the supervision process which followed the ideals and goals of the project, with those who completed action research studies exhibiting greater knowledge as well as implementation skills of the content areas.

The pattern of a second group's supervisory model developed quite differently. In Year One and Year Two some individuals in this group expressed strong reservations regarding the value of the content areas presented from the "outside." This group coalesced about the single topic of intern supervision (as opposed to peer supervision, teacher supervisory practices or supervision of aides...). This group focused extensively on their own practice base as teachers plus their own experience as cooperating teachers over the years. In the collaborative supervision project, they focused on the word "collaboration" in the sense of a group working together toward a common goal, where everyone buys into the goal, uses their expertise to further the goal, and where everyone is involved in sharing and providing support for one another. They designed ways for interns to be more collaborative and for them to work more collaboratively with each other and the interns. The perspectives of many of these teachers did not develop in the areas of adult development or alternative models of supervision as found in the research literature. This group has been tremendously pleased at the success of their group's focus on collaboration with each other and interns. This school has institutionalized the supervision group for all cooperating teachers, which meets regularly (often with the principal in attendance) to discuss intern supervision. The principal has arranged release time for the teachers during the school day in the second half of the year for these meetings, and includes the supervision group meetings in the plans for early release days in the first half of the school year. The group structure seems quite stable for the future. The supervision group structure has been incorporated into the school structure, even though membership each year will depend on who has interns. A subgroup who experienced the training phase are still informally using adult development theory and joining some new teachers in urging continuation and spread of the knowledge base in adult development and models of supervision.

Viable Models of Collaborative Supervision: Different Philosophical Positions Regarding A New Supervisory Position Result in Alternative Collaborative Supervision Models

In its initial meetings the School-University Task Force for Improved Supervision realized that its members, representing all principals and teachers and university faculty, seemed to represent two different philosophical positions regarding the need for and role description of a potentially new supervisory coordinator position in the project -- a Cooperating Teacher/Intern (CTI) Field Coordinator. This school person would serve as a liaison between the school and the university and have more direct contact with all cooperating teachers and interns in a cluster placement at one school site. At the Task Force meetings in the first year of the project, differing views were explored. Some felt that the current role of the cooperating teacher could be expanded and enriched, rather than creating a new coordinator position, and the expanded role would involve another level of supervision involving much more collaboration among cooperating teachers, interns, and the university

supervisor in the school. Other members of the Task Force expressed the view that not all cooperating teachers have the time, interest, skills, or desire to expand their present role beyond the classroom. These people felt that the creation of the School Coordinator of Teachers and Interns role could prove effective, particularly as a liaison between schools and university personnel, to create and help sustain that important link.

It was crucial in resolving this discussion that the Project Task Force decided to draft possible role descriptions for more than one approach to collaborative supervision. We developed two possible approaches to the leadership responsible for collaborative supervision and promoted the need for particular schools to adapt these approaches to their own contexts. The two approaches we started with were the Cooperating Teachers and Interns Field Coordinator in what was called the differentiated approach to supervisory leadership, and the egalitarian approach to supervisory leadership in which all cooperating teachers collaborated regularly as a group with the university supervisor. In both approaches all cooperating teachers assumed more responsibility with their own interns and worked collaboratively with other cooperating teachers and interns in the school. It was critical in the development of the project and consistent with the collaborative nature and philosophy of the project that the Task Force offered to each teacher/principal supervision group the opportunity to meet and decide which leadership approach would best match their school context, staff development goals, and individual needs for collaborative supervision.

Role of the University Supervision Faculty

A set of research questions which were not the main focus of the original study emerged along the way in response to certain critical issues. School cluster sites in the project expressed concerns regarding past and present experiences with university supervisors. The university supervisor appears to be a key figure in the component of university/school collaboration and may at times be a "weak link." In response to this set of questions we analyzed the various ways that university supervisors were involved in the collaborative supervision project and in what way the project's content and process affected university supervisors' work with cooperating teachers and principals. The results have influenced the teacher education faculty to investigate further the changing role of the university supervisor in a collaborative supervision model.

Cooperating teachers in the project worked more collaboratively with the university supervisor. As a group, cooperating teachers at one school site (in what we called the egalitarian approach because all cooperating teachers equally took on some additional supervisory leadership responsibilities) met monthly with the university supervisor to discuss supervision and share applications of their ideas with their interns. This monthly meeting was in addition to the weekly meetings cooperating teachers held with each other and the interns, and both these meetings were in

addition to the biweekly triad meetings the university supervisor held with an individual intern and his/her cooperating teacher. A sense of collegiality and community was developed as principals, teachers, and the university supervisor met regularly to discuss supervisory issues. By working together in this way they built a communication network between the schools and university. The university supervisor also held a weekly seminar with the cluster of interns to get feedback and discuss a range of issues in their teaching; this weekly seminar has been a university requirement for many years.

The university supervisor in the school using the egalitarian approach experienced close collaboration with cooperating teachers during his assignment with them during the second year of the project. He was less involved in intensive classroom observation, but more involved in weekly contact with all teachers, interns, and the principal. This supervisor found that his consistent regular contacts in the school were not always substantive, but they were always strategic contacts -- important to maintain collaborative supervision and problem solving. This faculty member, with 18 years experience in supervising interns, said it was a most exciting year meeting with a cluster of cooperating teachers regularly. The cluster placement and collaborative supervision allowed an esprit de corps with interns and the school unlike anything he had experienced before. As he learned more about adult development theories this supervisor said he became more aware of the differences among interns and more respectful for where they were stuck and from where they were growing. He realized that individuals at every stage of development have good reasons for what they do. Finally, he pointed to the constant focus almost every minute in the teacher/principal supervision group meetings on supervision in the big picture. Together in the meetings, the university supervisor, cooperating teachers, and principal discussed ways to more effectively individualize their supervision: they helped identify 1) what the next step might be for an intern at a particular time and 2) what a next step might be that all interns would work on together. The principal in this school felt that, rather than minimizing the university supervisor's role, collaborative supervision became more exciting and made the university's role more valuable.

A second school site used what we termed a differentiated approach to collaborative supervision because one teacher took on a significantly new role coordinating the cooperating teachers and interns, the Cooperating Teacher/Intern Coordinator. It was the proposed design of the CTI coordinator role that the CTI coordinator work closely with the university supervisor. During our 2nd year in this school site, we were confronted with a university supervisor who was unwilling to collaborate. He was resistant to the role of the CTI coordinator and was not willing to share the intern responsibilities nor allow the coordinator to help plan or attend many of the intern's weekly seminars. This university supervisor fulfilled the traditional university requirements; he met weekly with interns and made twelve clinical observations and triad conferences with each intern and cooperating teacher over the year. In this school it was the CTI coordinator who facilitated the weekly meetings of all cooperating

teachers and interns. Teachers in the school site developed a greater sense of collegiality and community as they met together regularly to discuss supervisory processes, but the university supervisor was less involved. A communication network was built within the school but not among the school, university supervisor, and the uninversity. In the next year, the new university supervisor was chosen because she was willing to collaborate in the supervision. The university director of field experiences was careful to place university supervisors in the cluster sites only if they were willing to undertake the collaborative supervision program. The university supervisor assigned to this school site in Year Three has worked collaboratively with the CTI coordinator. The CTI coordinator role can be a resource to any willing, flexible university supervisor. The university supervisor in the 3rd year found it valuable to have an on-site person to oversee the daily occurrences and continue daily interactions and feedback with the interns. The university supervisors met monthly in a SUPE group to discuss their issues and concerns in supervision. The director of field experiences facilitated this group. University supervisors in the collaborative supervision project schools have shared their experiences with other supervisors in this forum. As cluster placement of interns increases, university supervisors interested and willing to be involved in the new learning of the collaborative supervision program will be those matched to the cluster school sites.

Critical Aspects of Joint School and University Leadership

The collaborative supervision program provided substantial changes from the existing intern supervision practices at the university and in the country at large. It also provided substantial changes in the variety of teacher supervision systems in practice among many of our school principals. This program had the endorsement and approval of key administrators and university faculty responsible for management of teacher education. It also had endorsement of the school district superintendent, principals, and interested teachers. As a school-university effort, the project director, being situated in the school system, had the opportunity to assess the climate of the schools, observe the interface between the project and the school, and ask teachers, principals, and superintendent to reflect on the impact of the project on the participants and schools at various times. Likewise, the principal investigator, being situated at the university, had the same opportunity to get reactions from the university supervisors and other faculty and administrators at various times in the project. Program planning, activities, and the School-University Task Force on Improved Supervision included representatives from the university and the school district, including faculty and practitioners.

IMPLICATIONS FOR IMPROVING TEACHER EDUCATION

The Holmes Group report and the Carnegie report suggest that there is a lot that schools of education can do to help schools in their efforts to restructure and take advantage of differential talent. At the same time there is much that the schools can do to help university teacher education programs in their efforts to restructure teacher education. In **A Collaborative Approach to Leadership in Supervision** we have found that teachers are finding the opportunity for kinds of differentiated staffing which helps them to keep growing in the profession. For instance, cooperating teachers of interns are taking on additional supervisory roles and responsibilities which include group meetings on a regular basis with all cooperating teachers in their school to discuss supervisory strategies and ways to support and challenge the interns' growth. In addition, cooperating teachers meet with interns as a group regularly to discuss curriculum, view teaching videotapes, etc. One teacher has taken on a significant additional role with responsibilities as a cooperating teacher/intern coordinator acting as an organizing, mobilizing force among the cooperating teachers and interns in the school and as a liaison from her school district to the university. Four teachers have taken on additional roles and responsibilities as course collaborators with the university faculty for the Exploring Teaching seminar meeting weekly with undergraduates to explore teaching as a career. These examples are all additional roles which teachers have the opportunity to take on without leaving their love of the classroom behind.

In additional ways **A Collaborative Approach to Leadership in Supervision** addresses some of the major goals of both the Holmes Group and Carnegie reports:

- to make the education of teachers intellectually sound
- to focus clinical experience on the systematic development of practice and experimentation
- to recognize differences in knowledge, skill, and commitment among teachers

Our university's full year internship at the graduate level is in harmony with the reform standards. Looking even further to the internship, we are finding ways in which cooperating teachers can add their significant expertise in this clinical experience. In the language of the Holmes report, we are identifying career professional teachers, in the Carnegie report, lead teachers, those teachers capable of assuming not only full responsibility for the classroom but also for certain aspects of the administration of the school and even the university -- to provide active leadership in the redesign of schools and programs and in helping their colleagues to uphold high standards of learning and teaching. The cooperating teachers in the project are taking on a variety of additional significant responsibilities related to the field supervision experiences not only of graduate interns, but also undergraduate exploring teachers, and even with their peers/colleagues in the school. The field coordinator of cooperating teachers and interns is working closely with

her peers and also acting as a liaison to the university education department. This differentiated structure increases the rewards of teaching and the opportunities available for professional advancement and personal development for the teachers themselves. **A Collaborative Approach to Leadership in Supervision** is one example of Holmes' "restructuring the teaching force to foster collegial styles of decision making among professional teachers, to allow a variety of approaches to school leadership, and to take responsibility for supervising the work of additional staff with a range of skills and experience. All this creates a more professional environment for teaching."

One of the guiding principles of this project was to connect the university teacher education program even more closely with the schools. We agree that the professionalization of teaching depends on the contributions that teachers and administrators and teacher education faculty make to the creation of knowledge about the profession. Collaborative action research processes are one tested way in which school and university educators can form collegial relationships beyond their immediate working environments and grow intellectually throughout their careers. Collaborative action research processes are also a way to improve teacher education by utilization of teachers' contributions to pedagogical knowledge and to reflective practice. The collaborative supervision project is a working partnership among university faculty members, practicing teachers, and administrators. The collaborative supervision project utilizes principles identified by the Homes Group as "reciprocity" (the mutual exchange and benefit between research and practice), "experimentation" (a willingness to try and carefully evaluate new forms of practice and structure), and "diversity" (commmitment to the development of teaching and supervising strategies for a broad range of learners with different backgrounds, developmental abilities, and learning styles).

Finally, **A Collaborative Approach to Leadership in Supervision** is focused on "making schools better places in which teachers can work and learn." Teachers and principals are working together on the supervision project. Principals are recognizing that utilizing a repertoire of alternative supervision and evaluation strategies works better because differential supervision provides appropriate supports and challenges to meet the career teacher's or professional teacher's individual needs for both professional and personal learning and continued adult development. Finally, and we can't stress this point enough, teachers are finding a professional way to talk with other teachers about teaching and supervision. Interns are finding a diverse cluster of other interns and cooperating teachers with whom they can talk regularly during the school days about pedagogy and content of teaching as they complete an internship and master's program aimed to develop them as teacher leaders.

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FIGURE

1 COLLABORATIVE SUPERVISION

TABLE 1

PHASES IN A COLLABORATIVE APPROACH TO LEADERSHIP IN SUPERVISION

PHASE I - Development of Principal Leadership Group
(10-85 to 6-86)

GOAL: Investigation of adult development stages and discussion of alternative models of supervision.

OBJECTIVES FOR PRINCIPAL LEADERSHIP GROUP

1. Demonstrate the process of collaborative research as one means of promoting personal and organizational development.
2. Brainstorm the possibilities for improving supervisory practices through public school-university collaboration.
3. Share information regarding adult developmental theory (cognitive, ego, moral judgment, conceptual and interpersonal) and major research studies on collaborative action research in schools.
4. Discuss and investigate various models of supervision (clinical, peer, group, scientific, developmental, differentiated, etc.)
5. Define role of school leadership participants in Phase II of this Project (Initiation of Teacher Supervision Groups).

Phase I - Development of Teacher Supervision Groups
(1-86 to 6-86)

GOAL: Increase the flexibility of selected classroom teachers by examining and demonstrating various models of supervision within the framework of adult cognitive/ development stages.

OBJECTIVES FOR TEACHER SUPERVISION GROUPS

The first four objectives below reflect the introduction to the collaborative action research methods and the models of supervision. The principals from the Leadership Group in Phase I continued to be involved here to add their knowledge, experience, and support to the Teacher Supervision Groups.

1. Demonstrate the process of collaborative action research.
2. Brainstorm the possibilities for improving supervisory practices through public school-university collaboration.

TABLE 1 (continued)

PHASES IN A COLLABORATIVE APPROACH TO LEADERSHIP IN SUPERVISION

PHASE I – Development of Teacher Supervision Groups (1-86 to 6-86) (continued)	OBJECTIVES FOR TEACHER SUPERVISION GROUPS 3. Share information on adult developmental theory (cognitive, ego, moral judgment, conceptual, and interpersonal) and major research studies on collaborative action research with teachers and schools. 4. Discuss and investigate various models of supervision (clinical, peer, group, scientific, developmental, differentiated, etc.). 5. Structure Teacher Supervision Group meetings to include five conditions needed to promote developmental growth: . significant role-taking, . guided reflection, . balance of experience and discussion/reflection, . support and challenge, and . continuity-time (Theis-Sprinthall, 1979; Oja, 1980) Also include the four staff development training components researched by Joyce (1980): . describe model, . demonstrate model, . plan and peer teach model, . adopt/generalize model. 6. Improve/Refine the behavioral skills of teachers acting in the complex role of supervisors.

TABLE 1 (continued)

PHASES IN A COLLABORATIVE APPROACH TO LEADERSHIP IN SUPERVISION

PHASE II – Teacher Supervision and Principal Leadership Groups – Demonstration
(9-86 to 6-87)

GOAL: Refine the quality of supervision in a variety of school-based contexts (Internship, Exploring Teaching, peer, and principal/teacher) by applying and demonstrating the developmental framework for supervision explored by the Principal Leadership Group and Teacher Supervision Groups in Phase I.

OBJECTIVES:

1. Demonstrate the process of collaborative research as one means of promoting personal and organizational development and improved supervisory practice.
2. Facilitate the Cooperating Teachers' initiation of a series of interventions designed to match alternative supervision models to the supervisee's cognitive developmental levels.
3. Encourage effective Teacher Supervision Group meetings by attention to five conditions for staff development and four training components.

   Five conditions to promote developmental growth (Theis-Sprinthall, 1979; Oja, 1980)
   - significant role-taking
   - guided reflection
   - balance of experience and discussion/reflection
   - support and challenge
   - continuity-time

   Four staff development training components (Joyce, 1980)
   - describe model
   - demonstrate model
   - plan and peer teach model
   - adopt/generalize model

TABLE 1 (continued)

PHASES IN A COLLABORATIVE APPROACH TO LEADERSHIP IN SUPERVISION

PHASE III - Teacher/Principal Supervision Groups - Demonstration and Dissemination
(9-87 to 6-88)

GOAL: Continue the Collaborative Principal Leadership and Teacher Supervision Groups focusing on demonstration and application of the supervision models and the matching of these models to developmental stages. Additionally, the activities of these groups will be based on new learnings from the reflection and analysis of their work during Phase II.

OBJECTIVES:

The third year of the project continues with the collaborative group meeting format and allows evaluation of:

1. teachers' success in matching alternative supervision strategies to graduate student teacher interns and undergraduate exploring teachers;
2. principals' success in matching alternative supervision strategies to their school's teachers; and
3. the collaborative process among principals, teachers, interns, university supervisors, and project staff.

The evidence will help the University Teacher Education Program and the School-University Task Force on Improved Supervision to make decisions regarding institutionalization of the developed practices at the elementary school level and extending the model to the secondary school level.

TABLE 2

THEORETICAL FRAMEWORK IN COLLABORATIVE SUPERVISION

1. Educators can use collaborative action research (also called Interactive R & D) to grow personally and professionally, developing skills and competencies which will empower them to solve problems and improve educational practice.
   References: Tikunoff, Ward, & Griffin (1979); Little (1981); Hord (1981); Huling (1981); Griffin, Lieberman, & Jacullo-Noto (1983); Oja & Pine (1983, 1988); Ham (1983, 1985); Oja & Ham (1984); Oja & Smulyan (forthcoming).
2. Schools are the best laboratories for educational research; the integration of research and practice through collaborative action research can contribute to the development of schools as centers of inquiry.
   References: Schaefer (1967); Pine (1981); Wallat, et al. (1981); Mergendoller (1981); and above references.
3. Given an appropriate process, participant motivation, and time, it is possible to promote the cognitive growth and psychological development of educators through effective in-service programs.
   References: Oja (1978, 1980, 1985); McLaughlin & Marsh (1978); Little (1981); Huling (1982); Bents & Howey (1981).
4. Educators who function at higher cognitive developmental stages are more flexible, stress tolerant, adaptive, and generally more effective in their roles.
   References: Harvey (1966); Hunt & Joyce (1967); Silver (1973); Glassberg (1979); Oja (1978, 1988); Witherell (1978); Thies-Sprinthall (1981); Thies-Sprinthall & Sprinthall (1983).
5. The practice of educational supervision presently lacks a solid theoretical and research based framework.
   References: Shutes (1975); Lortie (1977); Ryan (1979); Alfonso & Goldsberry (1982); Haberman (1982); Lovell & Wiles (1983); Alfonso, Firth, & Neville (1984).
6. Effective supervision is dependent upon the consistency between one's espoused and practiced value systems of theories.
   References: Argyris & Schon (1974); Argyris (1976, 1982); McNergney & Carrier (1981); Glickman (1981, 1985).
7. Like teaching, instructional supervision is a highly complex task. It involves a broad base of knowledge regarding alternative supervisory models, as well as effective strategies for matching teacher needs to specific models.
   References: Blumberg (1980); Glickman (1981, 1985); Grimsley & Bruce (1982); Sergiovanni (1982, 1984); Grimmet (1983); Thies-Sprinthall & Sprinthall (1983); Cooper (1984); Glatthorn (1984).
8. Instructional supervision is recognized as one of the responsibilities of an effective principal. A variety of styles can be effective, but it is the match which is deemed most important. Rather than seeking a prescription for effective principal behavior, research needs to clarify how different styles and personalities interact with specific contexts and individuals.
   References: Blumberg & Greenfield (1980); Sizer (1983); DeBoise (1984); Ham (1985).

TABLE 3

OVERVIEW OF THE METHODOLOGY

A COLLABORATIVE APPROACH TO LEADERSHIP IN EDUCATION

	Outcomes	Assessments
I. Knowledge		
1. Further study and investigation of adult cognitive developmental stage theories	.Increased knowledge and understanding of developmental theories	.Project Surveys .Supervision Competencies Assessment Inventory
2. Further study and research on a variety of alternative supervisory models and strategies	.Increased knowledge and understanding of alternative supervisory models	.Project Surveys .Supervision Competencies Assessment Inventory
II. Performance	Outcomes	Assessments
1. Increased use in the practice and analysis of audiotapes and videotapes	.Strengthened observational skills .Enhanced supervisory effectiveness	.Observation forms .Audio and videotapes
2. Refinement of the assessment inventory developed during Year Two, and practice in applying competencies identified in adult development, supervision, and collaboration	.Increased reliability and validity of assessment inventory	.Reviews by Outside Evaluators
III. Attitudes	Outcomes	Assessments
1. Application of developmental stage theory to participants' espoused and practices values	.Greater consistency between espoused and practical values .Acquisition and expression of a "spirit of inquiry" .Greater openness to the value of educational research, especially action research	.TSG Meeting Summaries .Reflective Journals .Focused Interviews
2. Extension of certain project activities designed to promote affective goals to include interns, peers, administrators and university faculty members	.Consistent reinforcement of attitudes/values implicit in project .Institutionalization of differentiated supervision practices	.Focused Interviews (end of Year 3) .Reflective Journals .Project Surveys .Observations
IV. Development	Outcomes	Assessments
1. Post-test assessments of the formal measures taken by TSG 1-2 participants	.Increased growth in ego, moral, and conceptual stages of development	.Sentence Completion (Loevinger) .Defining Issues Test (Rest) .Paragraph Completion (Hunt)
2. Self-Assessment on supervisory competencies inventory	.Development in ability to match supervision strategies to developmental needs	.Supervisory Competencies Assessment Inventory

TABLE 4

COGNITIVE/DEVELOPMENTAL STAGE SCORE INTERPRETATIONS

a. The Loevinger Sentence Completion Tests were assigned Total Protocol Rating scores by an experienced rater. Scores indicate the following ego levels:

Ego level 3	=	Conformist
Ego level 3/4	=	Self-aware transition
Ego level 4	=	Conscientious
Ego level 4/5	=	Individualistic transition
Ego level 5	=	Autonomous

The WUSCT ego level scores have been transformed into a 1-10 interval value according to the following convention:

Ego level	1	2	Δ	Δ/3	3	3/4	4	4/5	5	6
Interval level	1	2	3	4	5	6	7	8	9	10

b. Hunt's Completion Test of Conceptual Level generates scores that can range from 0 to 3. Scores of 1, 2, or 3 on this test may be interpreted as indicating the following conceptual levels:

Score of 1 = Categorical judgments, stereotyped thought. Other directed; accepts single rules.

Score of 2 = Self-delineation, awareness of alternatives, and awareness of emotions.

Score of 3 = Abstract internal principles, awareness of multiple viewpoints.

Hunt has classified CL scores as follows:

0.5 to 1.0	=	low CL score
1.1 to 1.4	=	moderately low CL score
1.5 to 1.9	=	moderately high CL score
2.0 and above	=	high CL score

c. The %P score represents the percent of principled moral judgment responses (Stage 5A, 5B, and 6) in the person's total responses. Rest and Davidson (1980) have classified scores into quartiles:

0	-	38%	=	low P score
39%	-	58%	=	moderately low P score
59%	-	77%	=	moderately high P score
78%	-	99%	=	high P score

TABLE 4a

LOEVINGER EGO DEVELOPMENT SCORES

Developmental Stage	Very Active	Less Active	Total Respondents
Post-Conventional Stages:			
Stage 5	6	4	10
Stage 4/5	2	6	8
Conventional Stages:			
Stage 4	2	4	6
Stage 3/4	1	2	3
Stage 3	0	1	1
Summary:	n=11	n=17	n=28
	Mean Score=8.2	Mean Score=7.6	Mean Score=7.8
	s.d.=1.028	s.d.=1.141	s.d.=1.360
	Mean Stage=4/5	Mean Stage=4/5	Mean Stage=4/5

TABLE 4b

PRINCIPLED MORAL JUDGMENT SCORES

P%-Score	Very Active	Less Active	Total Respondents
High P%=78-99%	1	1	2
Moderately High P%=59-77%	4	3	7
Moderately Low P%=39-58%	3	4	7
Low P%=0-38%	1	1	2
Summary:	n=9	n=9	n=18
	Mean Score=62.7%	Mean Score=58%	Mean Score=60.4%
	s.d.=14.943	s.d.=14.644	s.d.=14.986

TABLE 4c

CONCEPTUAL LEVEL SCORES

Conceptual Level	Very Active	Less Active	Total Respondents
High CL 2.0+	10	7	17
Moderately High CL 1.5 to 1.9	0	1	1
Moderately Low CL 1.1 to 1.4	0	2	2
Low CL Score .5 to 1	0	0	0
Summary:	n=10	n=10	n=20
	Mean Score=2.31	Mean Score=2.24	Mean Score=2.28
	s.d.=.295	s.d.=.566	s.d.=.453

TABLE 5

SUPERVISION KNOWLEDGE BASE

	Very Active (n=11)			Less Active (n=16)			Total Respondents (n=27)		
	n	$\bar{X}$	s.d.	n	$\bar{X}$	s.d.	n	$\bar{X}$	s.d.
1. The supervision knowledge base has provided me with new ways of looking at people.	11	4.4	.505	14	4.1	.730	25	4.2	.645
2. My knowledge of supervision models has affected my work/interaction in the classroom.	11	4.3	.786	14	3.1	.997	25	3.6	1.080
3. I have added supervision behaviors to my repertoire.	11	4.1	.701	14	3.4	1.008	25	3.7	.945
4. I have used the models of supervision in my work/interactions with interns.	10	4.0	.816	11	3.0	1.265	21	3.5	1.167
5. I have used different models of supervision in my work/interactions with Exploring Teaching students.	9	2.9	1.269	11	3.2	1.601	20	3.1	1.432
6. I have used different models of supervision in my work/interactions with peers.	10	3.7	.823	13	2.8	1.235	23	3.2	1.154

TABLE 6

ADULT DEVELOPMENT KNOWLEDGE BASE

	Very Active (n=11)			Less Active (n=16)			Total Respondents (n=27)		
	n	$\bar{x}$	s.d.	n	$\bar{x}$	s.d.	n	$\bar{x}$	s.d.
14. The knowledge base of adult development has provided me with new ways of looking at people.	11	4.5	.688	13	3.9	.641	24	4.2	.721
15. My knowledge of adult development has affected my work/interactions in my classroom.	11	4.1	.831	11	3.2	.751	22	3.6	.902
16. My knowledge of adult development has affected my work/interactions with peers.	10	4.2	.789	13	3.5	.877	23	3.8	.902
17. My knowledge of adult development has affected my work/interactions with interns.	8	4.4	.744	8	3.0	1.069	16	3.7	1.138
18. My knowledge of adult development has affected my work/interactions with administrators.	10	4.1	.738	12	3.0	1.044	22	3.5	1.058

TABLE 7

CONTINUATION AND SPREAD
of the
KNOWLEDGE BASE

	Very Active (n=11)			Less Active (n=16)			Total Respondents (n=27)		
	n	$\bar{x}$	s.d.	n	$\bar{x}$	s.d.	n	$\bar{x}$	s.d.
7. I would like continued exposure to alternative models of supervision.	11	4.1	1.044	15	3.3	1.175	26	3.7	1.164
8. I would like to increase my use of alternative models of supervision.	11	4.1	.701	12	3.6	1.165	23	3.8	.984
9. I'm satisfied with the level of supervision we get in our school.	10	3.1	.994	14	2.2	1.188	24	2.6	1.176
10. Our school staff evaluation processes should make more explicit use of alternative models of supervision.	10	3.6	1.350	13	4.2	.689	23	3.9	1.041
19. I would like continued exposure to adult development.	11	4.2	.874	12	3.5	1.382	23	3.8	1.193
20. I would like to increase my use of adult development.	11	4.1	.944	12	3.7	.985	23	3.9	.968
21. Our school staff evaluations processes should make more explicit use of the learnings from adult development.	8	4.5	.756	12	3.3	.985	20	3.8	1.056

TABLE 8

SUPERVISORY COMPETENCIES ASSESSMENT INVENTORY

	Very Active (n=11)			Less Active (n=16)			Total Respondents (n=27)		
	n	$\bar{x}$	s.d.	n	$\bar{x}$	s.d.	n	$\bar{x}$	s.d.
11. I have experimented with the Supervisory Competencies Checklist.	10	2.7	.823	11	2.4	1.433	21	2.5	1.167
12. The Supervisory Competencies Checklist is a useful tool for assessing my own growth and development.	10	3.9	.738	8	3.0	1.414	18	3.5	1.150
13. The Supervisory Competencies Checklist could be adapted to become part of the school staff evaluation process.	10	4.0	.667	8	2.6	1.188	18	3.4	1.145

TABLE 9

COLLABORATIVE ACTION RESEARCH PROCESS

	Very Active (n=11)			Less Active (n=16)			Total Respondents (n=27)		
	n	$\bar{X}$	s.d.	n	$\bar{X}$	s.d.	n	$\bar{X}$	s.d.
23. The collaborative action research process has provided me with new ways of looking at people.	11	4.1	.701	12	3.3	.985	23	3.7	.926
24. I have made applications of the collaborative action research process in my classroom.	10	3.5	.850	10	2.6	1.265	20	3.1	1.146
25. I have made applications of the collaborative action research process in my school.	11	4.0	1.265	11	2.5	.934	22	3.3	1.316
26. The collaborative process I experienced was important.	11	4.5	.522	12	3.3	1.055	23	3.8	1.029

TABLE 10

BENEFITS OF THE PROJECT

	Very Active (n=11)		Less Active (n=16)		Total Respondents (n=27)	
	n	%	n	%	n	%
I appreciated a focus on larger issues which go beyond the here and now of supervision of interns.	11	100	8	50	19	70
I appreciated the opportunity for mutual sharing.	11	100	15	94	26	96
I appreciated the sense of common purpose and common challenges.	10	91	10	63	20	74
I appreciated support of one another as we faced similar experiences and problems.	11	100	12	75	23	85
I appreciated open sharing among group members.	10	91	13	81	23	85
I felt less isolated.	7	64	9	56	16	59
I felt more caring toward others.	7	64	9	56	16	59
I felt a sense of growth.	11	100	10	63	21	78
I felt that I am doing a better job of working with interns than I did before. (of those who worked with interns)	7*	100	6*	100	13*	100

*numbers actually having interns

TABLE 11

INTERN PROCESS IN THE SCHOOLS

	Very Active (n=11)			Less Active (n=16)			Total Respondents (n=27)		
	n	$\bar{x}$	s.d.	n	$\bar{x}$	s.d.	n	$\bar{x}$	s.d.
27. The Project significantly affected my school's recruitment process for interns.	10	4.4	.843	10	2.7	1.567	20	3.6	1.504
28. The Project significantly affected my school's placement of interns.	10	4.4	.699	10	2.7	1.567	20	3.6	1.468
29. The Project significantly affected the supervision of interns in my school.	10	4.7	.675	9	3.4	1.333	19	4.1	1.197
30. The Project significantly affected the evaluation of interns in my school.	10	4.6	.699	8	3.3	1.488	18	4.0	1.283

TABLE 12

COLLABORATION BETWEEN UNIVERSITY AND SCHOOLS AND WITHIN SCHOOLS

	Very Active (n=11)			Less Active (n=16)			Total Respondents (n=27)		
	n	$\bar{x}$	s.d.	n	$\bar{x}$	s.d.	n	$\bar{x}$	s.d.
55. As a result of the Project, collaboration with the university has improved.	11	4.2	.751	11	4.0	.775	22	4.1	.750
56. As a result of the Project, collaboration among teachers within the school has improved.	11	4.5	.688	13	3.5	1.127	24	4.0	1.083

TABLE 13

MOTIVES TO PARTICIPATE

	Very Active (n=11)		Less Active (n=16)		Total Respondents (n=27)	
	n	%	n	%	n	%
I wanted to improve collaboration with the university.	7	64	5	31	12	44
I wanted to improve teacher training practices and the internship experience specifically.	10	91	13	81	23	85
I felt an obligation to the development of young teachers.	11	100	10	63	21	78
I felt it was a privilege to help in the development of young teachers.	8	73	7	44	15	56
I wanted to increase the impact teachers and schools have on teacher training practices.	8	73	12	75	20	74
I believed the project would be a be a high quality experience.	9	82	11	69	20	74
I believed the project would have practical applications.	9	82	13	81	22	82
I believed the project would empower me as a professional.	9	82	10	63	19	70

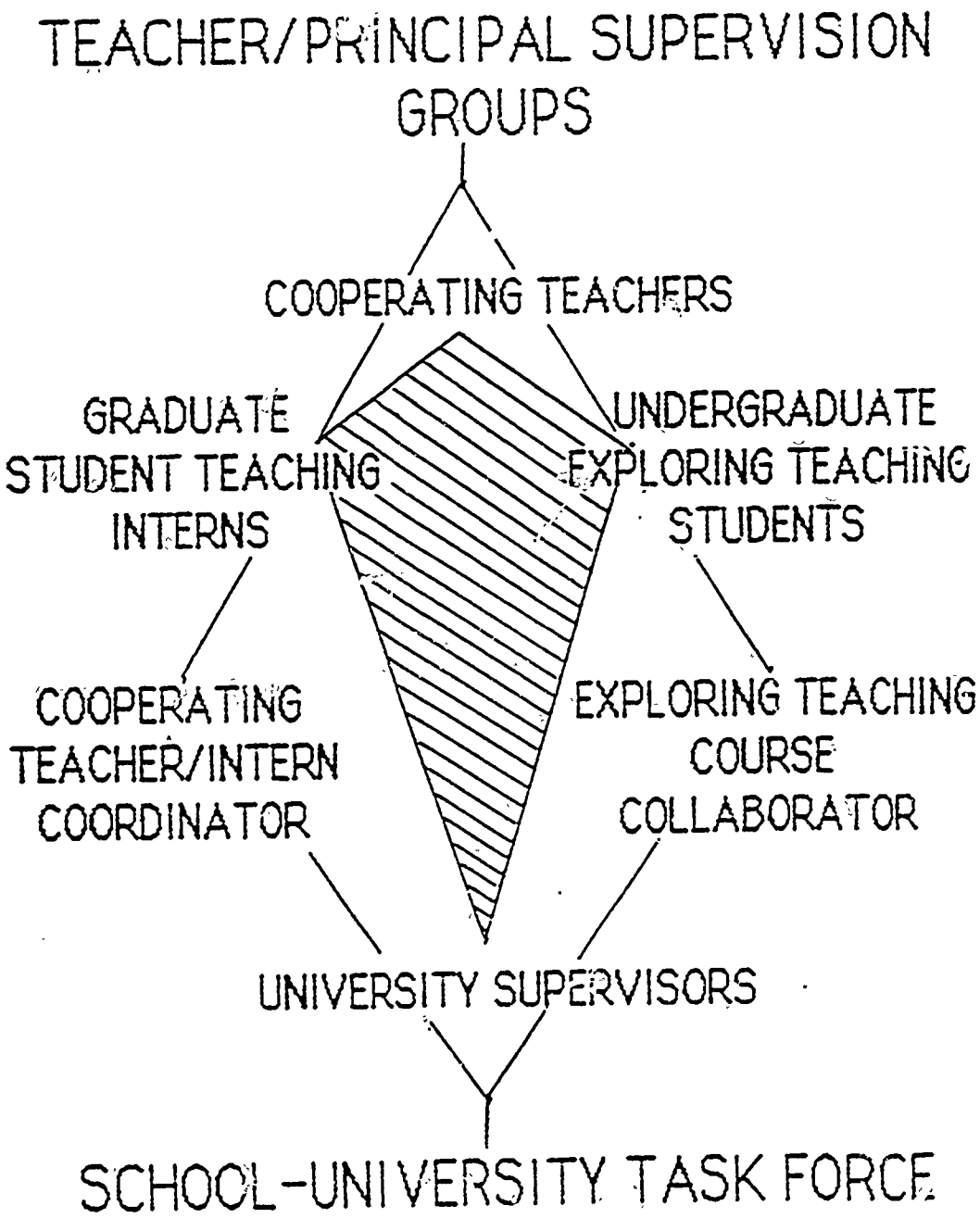
TABLE 14

UNIVERSITY SUPERVISOR

	Very Active (n=11)			Less Active (n=16)			Total Respondents (n=27)		
	n	$\bar{x}$	s.d.	n	$\bar{x}$	s.d.	n	$\bar{x}$	s.d.
32. I am satisfied with my frequency of contact with the university supervisor.	9	2.8	.972	9	2.9	1.453	18	2.8	1.200
33. My communication/interactions with the university supervisor were helpful.	8	3.6	.916	9	3.3	1.414	17	3.5	1.179
34. I am satisfied with my relationship with the university supervisor.	9	3.3	1.225	9	3.8	1.302	18	3.6	1.247
35. The triad meetings of the intern, university supervisor, and myself worked well.	6	3.7	.816	5	3.8	1.304	11	3.7	1.009
36. The university supervisor is important to the success of the project goals in collaborative supervision.	9	4.8	.667	8	4.5	.535	17	4.6	.606

FIGURE 1

COLLABORATIVE SUPERVISION



Supervisory Competencies Assessment Inventory

COMPETENCIES AND BEHAVIORAL INDICATORS IN EDUCATIONAL SUPERVISION

- ADULT DEVELOPMENT
- INSTRUCTIONAL LEADERSHIP
- COLLABORATION

Field Test Version
March, 1987

Developed by Teacher Supervision Group 1-2 of the OERI funded project, A COLLABORATIVE APPROACH TO LEADERSHIP IN SUPERVISION.
For further information, contact:

Dr. Maryellen C. Lam, Project Director
Dr. S. Nodie Oja, Principal Investigator

University of New Hampshire
Durham, New Hampshire 03824

NAME _____

POSITION _____

DATE COMPLETED _____

SUPERVISION COMPETENCIES

COMPETENCIES IN ADULT DEVELOPMENT	Weakness				Strength
1. UNDERSTANDS AND MODELS A VARIETY OF ALTERNATIVES IN PROBLEM SOLVING	___	___	___	___	___
Behavioral Indicators:	Comments:				
Listens to a variety of perspectives relative to a specific problem					
Approaches and deals with problems in an objective manner					
Demonstrates flexibility in considering options					
Questions existing practices and presents alternatives					
Participates in collaborative decision making					
2. ACCEPTS AND APPLIES CRITICISM FROM SELF AND OTHERS	___	___	___	___	___
Behavioral Indicators:	Comments:				
Participates in critiques of one's own classroom performance (audio/video taping, reflective journal writing, eliciting feedback)					
Articulates needs and strengths					
Incorporates criticism without being defensive					
Defines strategies for effective behavior changes					
3. RECOGNIZES EXCEPTIONS AND CONTINGENCIES IN RULES	___	___	___	___	___
Behavioral Indicators:	Comments:				
Makes decisions based on individual situations					
Questions rules					
Revises rules when appropriate					
Articulates exceptions and reasons for exceptions					

4. VIEWS BEHAVIOR IN TERMS OF FEELINGS AND MOTIVES RATHER THAN ACTIONS ALONE

Behavioral Indicators:

Reflects feelings

Separates actions and ideas from personality

Checks perceptions of self and others

Recognizes one's own feelings and motives

Comments:

5. TOLERATES PARADOXICAL AND CONTRADICTORY RELATIONSHIPS

Behavioral Indicators:

Recognizes interrelationships

Listens to a variety of perspectives

Withholds judgment

Considers many alternatives

Analyzes conflicting information

Comments:

6. ACKNOWLEDGES AND WORKS TOWARD THE RESOLUTION OF INNER CONFLICT

Behavioral Indicators:

Acts in accordance with one's own value system

Demonstrates congruency between words and action

Participates and carries out group decisions

Searches for solutions outside of self

Comments:

7. ACKNOWLEDGES NEED FOR AUTONOMY, WHILE REALIZING THE ADDED RESPONSIBILITIES THAT AUTONOMY IMPLIES

Behavioral Indicators:

Listens to the ideas of others

Encourages success

Presents personal perspectives

Allows failure and views it as part of the learning process

Generates appropriate support and challenges

Comments:

8. VALUES MUTUAL INTERDEPENDENCE IN INTERPERSONAL RELATIONSHIPS

Behavioral Indicators:

Comments:

Recognizes attributes which affect relationships

Respects the contributions of others

Encourages and asks challenging questions

Models relationships of mutual interdependence

9. UNDERSTANDS AND APPLIES THE CONCEPT OF COGNITIVE COMPLEXITY

Behavioral Indicators:

Comments:

Differentiates among ideas

Integrates multiple perspectives

Focuses, not only on increasing knowledge, but also on increasing one's capacity for complex understanding and action

10. UNDERSTANDS, ARTICULATES AND APPLIES A PERSONAL THEORY OF ADULT DEVELOPMENT

Behavioral Indicators:

Comments:

Understands developmental task theories
- life/age theories (Levinson, Gould, Sheehy)
- life cycle theories (Neugarten, Erikson, Havighurst)

Demonstrates an understanding of cognitive developmental stage theories
- ego development (Loevinger)
- moral development (Kohlberg, Gilligan, Higgins)
- conceptual development (Hunt, Harvey, Schroeder)
- interpersonal development (Selman)

Deals effectively with developmental stage match and/or mismatch

Engages in staff development activities which stimulate both personal and professional growth

Sets short and long term professional goals

Investigates research in adult development

COMPETENCIES IN INSTRUCTIONAL LEADERSHIP

1. INTERPRETS AND CLARIFIES CLASSROOM, SCHOOL, AND DISTRICT POLICIES

Behavioral Indicators:

Reads current policies

Questions policies when appropriate

Effects changes when appropriate

Comments:

2. ESTABLISHES/IMPLEMENTS CLEAR INSTRUCTIONAL GOALS

Behavioral Indicators:

Assesses instructional levels

Decides on skills to be taught

Chooses appropriate differentiated methods and materials

Carries out instructional plan

Provides specific, objective feedback

Comments:

3. BASES INSTRUCTION ON SOUND RESEARCH AND PRACTICE

Behavioral Indicators:

Learns from workshops and/or courses

Observes model programs and professionals

Reads professional literature

Belongs to professional organizations

Links theory and practice

Modifies classroom practices or programs

Comments:

4. HELPS TO PLAN, SELECT, DEVELOP AND IMPLEMENT INSTRUCTIONAL PROGRAMS

Behavioral Indicators:

Allocates time

Provides models for planning

Provides opportunities to develop and implement programs

Models specific strategies for instructional programs

Encourages observations of alternative programs

Participates in instructional decision making and joint planning

Encourages, uses, and evaluates ideas regarding instruction

Comments:

5. MODELS EFFECTIVE STRATEGIES FOR DEALING WITH BEHAVIOR/LEARNING

Behavioral Indicators:

Treats each person as an individual

Isolates specific problems

Implements effective teaching/learning strategies

Identifies and provides for individual learning styles

Deals consistently with others

Determines appropriate consequences

Evaluates results and implements alternative strategies

Comments:

6. IDENTIFIES AND ENCOURAGES EXPLORATION OF SCHOOL AND AREA RESOURCES

Behavioral Indicators:

Suggests resources and provides time for exploration

Evaluates resources

Selects appropriate resources to augment the curriculum and to provide for personal and professional growth

Collects data and documents applicability of resources

Comments:

7. MANAGES CONFLICT EFFECTIVELY AND DISCUSSES ALTERNATIVE STRATEGIES ____ ____ ____ ____ ____

Behavioral Indicators:

Comments:

Identifies issues causing conflict

Examines multiple strategies for resolving conflict

Collaborates on possible alternatives

8. KNOWS AND USES A VARIETY OF MODELS OF SUPERVISION ____ ____ ____ ____ ____

Behavioral Indicators:

Comments:

Identifies models of supervision

Matches supervisory strategies to stages of adult development

Provides specific, objective feedback

Provides support and challenge

COMPETENCIES IN COLLABORATION

1. UNDERSTANDS MEANING OF TERM COLLABORATION AS USED IN CAR

Behavioral Indicators:

Focuses on problems of mutual interest or concern

Contributes different expertise/perspective to the process

Distinguishes between collaboration and participation or cooperation

Engages in consensus decision-making, as opposed to decisions by ballot or compromise

Understands the synergism possible in CAR

Comments:

2. DEVOTES THE NECESSARY TIME AND ENERGY TO INITIATE AND SUSTAIN THE COLLABORATIVE SPIRIT

Behavioral Indicators:

Attends meetings

Participates in collaborative activities, such as discussions, role-plays, and written projects

Demonstrates commitment to the task by generating and sharing ideas

Comments:

3. CREATES A FLEXIBLE ENVIRONMENT

Behavioral Indicators:

Adapts to changing needs and circumstances

Relinquishes personal control and assumes risks

Creates a supportive environment which encourages others to assume risks

Models mutual trust and respect for others

Employs humor

Comments:

4. MODELS EFFECTIVE INTERPERSONAL COMMUNICATION SKILLS ____ ____ ____ ____ ____

Behavioral Indicators: Comments:

Listens attentively

Demonstrates empathy

Checks frequently for perceptions of others

Asks probing questions, clarifies and summarizes

Interprets the views of persons at one level or stage to others

5. MODELS EFFECTIVE COMMUNICATION SKILLS THROUGHOUT THE ORGANIZATION ____ ____ ____ ____ ____

Behavioral Indicators: Comments:

Encourages discussion of school context issues

Clarifies and relates ideas

Participates in and influences decision-making at more than one level in the organization

Focuses on the potential consequences of individual/ group decisions

6. GENERATES ALTERNATIVE APPROACHES AND/OR SOLUTIONS ____ ____ ____ ____ ____

Behavioral Indicators: Comments:

Uses group brainsto echniques

Poses creative possibi s

Maintains an open mind during discussions

Explores new options

Analyzes strengths and weaknesses of various alternatives

7. FOCUSES ON RESEARCH TASKS ____ ____ ____ ____ ____

Behavioral Indicators: Comments:

Identifies needs

Documents collaborative activities

Perceives patterns which emerge

Collects and analyzes data

Synthesizes ideas to elicit patterns

8. LINKS THEORY/RESEARCH AND PRACTICE

Behavioral Indicators:

Utilizes appropriate sources (articles, books, speakers)

Compares and contrasts strengths and weaknesses of practices

Shares research findings with individuals and/or groups

Comments:

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FINAL EVALUATION SURVEY

A COLLABORATIVE APPROACH TO LEADERSHIP IN SUPERVISION PROJECT

Part I: BACKGROUND DATA UPDATE

NAME _____ DATE _____
HOME
ADDRESS _____ SCHOOL _____

Please check your year(s) of participation and kind of work with UNH students.

PARTICIPATION--

	Intern	EDUC 500
Year 1 _____	Year 1 _____ /	_____
Year 2 _____	Year 2 _____ /	_____
Year 3 _____	Year 3 _____ /	_____

Part 2: PERSONAL PERSPECTIVES Circle the number which most closely matches your perspective. And, if you feel like it, add comments in the "COMMENT" sections to give more information or to tell us if the wording of a particular question is confusing.

	not at all		to some extent		to a great extent
	1	2	3	4	5
I. SUPERVISION KNOWLEDGE BASE					
1. The supervision knowledge base has provided me with new ways of looking at people.	1	2	3	4	5
2. My knowledge of supervision models has affected my work/interaction in the classroom.	1	2	3	4	5
3. I have added supervision behaviors to my repertoire.	1	2	3	4	5
4. I have used the models of supervision in my work/interactions with interns.	1	2	3	4	5
5. I have used different models of supervision in my work/interactions with Exploring Teaching students.	1	2	3	4	5
6. I have used different models of supervision in my work/interactions with peers.	1	2	3	4	5
7. I would like continued exposure to alternative models of supervision.	1	2	3	4	5

I. (continued)

8. I would like to increase my use of alternative models of supervision.	1	2	3	4	5
9. I'm satisfied with the level of supervision we get in our school.	1	2	3	4	5
10. Our school staff evaluation processes should make more explicit use of alternative models of supervision.	1	2	3	4	5

COMMENT ON ANY OF THE ABOVE STATEMENTS, IF YOU WISH.

	not at all		to some extent		to a great extent
II. SUPERVISORY COMPETENCIES CHECKLIST	1	2	3	4	5
11. I have experimented with the Supervisory Competencies Checklist.	1	2	3	4	5
12. The Supervisory Competencies Checklist is a useful tool for assessing my own growth and development.	1	2	3	4	5
13. The Supervisory Competencies Checklist could be adapted to become part of the school staff evaluation process.	1	2	3	4	5

COMMENT: In what ways have you used the Supervisory Competencies Checklist?

COMMENT: In what ways might you imagine using the Supervisory Competencies Checklist?

III. ADULT DEVELOPMENT KNOWLEDGE BASE	not at all 1	2	to some extent 3	4	to a great deal 5
14. The knowledge base of adult development has provided me with new ways of looking at people.	1	2	3	4	5
15. My knowledge of adult development has affected my work/interactions in my classroom.	1	2	3	4	5
16. My knowledge of adult development has affected my work/interactions with peers.	1	2	3	4	5
17. My knowledge of adult development has affected my work/interactions with interns.	1	2	3	4	5
18. My knowledge of adult development has affected my work/interactions with administrators. See above.	1	2	3	4	5
19. I would like continued exposure to adult development.	1	2	3	4	5
20. I would like to increase my use of adult development.	1	2	3	4	5
21. Our school staff evaluation processes should make more explicit use of the learnings from adult development.	1	2	3	4	5

COMMENT ON ANY OF THE ABOVE STATEMENTS, IF YOU WISH.

IV. COLLABORATIVE ACTION RESEARCH PROCESS

22. When we use the term collaborative action research process, what does this mean to you? Please describe briefly.

	not at all		to some extent		to a great extent
	1	2	3	4	5
23. The collaborative action research process has provided me with new ways of looking at people.	1	2	3	4	5
24. I have made applications of the collaborative action research process in my classroom.	1	2	3	4	5
25. I have made applications of the collaborative action research process in my school.	1	2	3	4	5
26. The collaborative process I I experienced was important.	1	2	3	4	5

COMMENT ON ANY OF THE ABOVE STATEMENTS, IF YOU WISH.

V. INTERN PROCESS

	not at all		to some extent		to a great extent
	1	2	3	4	5
27. The Project significantly affected my school's recruitment process for interns.	1	2	3	4	5
28. The Project significantly affected my school's placement of interns.	1	2	3	4	5
29. The Project significantly affected the supervision of interns in my school.	1	2	3	4	5
30. The Project significantly affected the evaluation of interns in my school.	1	2	3	4	5

COMMENT ON ANY OF THE ABOVE STATEMENTS, IF YOU WISH.

VI. UNIVERSITY SUPERVISOR

31. On average, how often did you see the university supervisor?

	not at all		to some extent		to a great extent
	1	2	3	4	5
32. I am satisfied with my frequency of contact with the university supervisor.	1	2	3	4	5
33. My communication/interactions with the university supervisor were helpful.	1	2	3	4	5
34. I am satisfied with my relationship with the university supervisor.	1	2	3	4	5
35. The triad meetings of the intern, university supervisor, and myself worked well.	1	2	3	4	5
36. The university supervisor is important to the success of the project goals in collaborative supervision.	1	2	3	4	5

COMMENT ON ANY OF THE ABOVE STATEMENTS, IF YOU WISH.

VII. LEADERSHIP IN THE TEACHER SUPERVISION GROUP (TSG)

37. Who provided the leadership for your TSG?

VII. (continued)

	not at all 1	2	to some extent 3	4	to a great extent 5
38. The leadership in my TSG significantly influenced the motivation.	1	2	3	4	5
39. The leadership in my TSG significantly influenced the group's knowledge base in supervision.	1	2	3	4	5
40. The leadership in my TSG significantly influenced the group's knowledge base in adult development.	1	2	3	4	5
41. The leadership in my TSG significantly influenced the group processes.	1	2	3	4	5
42. The leadership in my TSG significantly influenced the group's products.	1	2	3	4	5

COMMENT ON ANY OF THE ABOVE STATEMENTS, IF YOU WISH.

	not at all 1	2	to some extent 3	4	to a great extent 5
VIII. GROUP ORGANIZATION					
43. We do/would benefit from one person who is responsible for worrying about the logistics of meeting times.	1	2	3	4	5
44. We do/would benefit from one person who is responsible for communications about meeting times for the group.	1	2	3	4	5
45. We do/would benefit from one person who acts as a liaison to the University Education Department staff.	1	2	3	4	5
46. Our group processes do/would benefit from the existence of a coordinator or facilitator.	1	2	3	4	5

VIII. (continued)

47. If you answered agree to any of the above, who is the person who could do it? Please check any of the following who could do it.

Teacher	_____	University Supervisor	_____
Principal	_____	Other (Who?)	_____

COMMENT ON ANY OF THE ABOVE STATEMENTS, IF YOU WISH.

	not at all		to some extent		to a great extent
	1	2	3	4	5
IX. GROUP FOCUS AND INVOLVEMENT					
48. Stipends are crucial to sustaining involvement in a project like this one.	1	2	3	4	5
49. Activities and meetings in my school next year will look similar to those that took place this year.	1	2	3	4	5
50. Next year we should focus more time on intern supervision practices.	1	2	3	4	5
51. Next year we should focus more time on collaboration strategies.	1	2	3	4	5
52. It was difficult to find sufficient time for group meetings.	1	2	3	4	5
53. Group membership was/is stable.	1	2	3	4	5
54. Group attendance was/is stable.	1	2	3	4	5

COMMENT ON ANY OF THE ABOVE STATEMENTS, IF YOU WISH.

	not at all		to some extent		to a great extent
	1	2	3	4	5
X. COLLABORATION BETWEEN UNIVERSITY AND SCOOLS AND WITHIN SCHOOLS					
55. As a result of the Project, collaboration with the university has improved.	1	2	3	4	5
56. As a result of the Project, collaboration among teachers within the school has improved.	1	2	3	4	5

COMMENT ON ANY OF THE ABOVE STATEMENTS, IF YOU WISH.

XI. GOALS. Please prioritize these goals for the project. Put a "1" by your first choice as the most important goal for you, a "2" by your second choice, then "3," "4," and "5."

_____ A goal of the Project was to develop a knowledge base in adult development and models of supervision.

_____ A goal of the Project was to apply that knowledge base in work with interns and each other.

_____ A goal of the Project was to disseminate information about the goals, activities, and outcomes of the project.

_____ A goal of the Project was to provide a quality experience for interns.

_____ A goal of the Project was to use collaborate action research processes to work together.

COMMENT ON ANY OF THE ABOVE STATEMENTS, IF YOU WISH.

XII. PROCESSES AND ACTIVITIES THAT HAVE OCCURRED IN GROUP MEETINGS
Please check any of the following which occurred in your group.

_____ Discussion/Problem-solving sessions

_____ Dissemination (for example, the ASCD presentation)

_____ Presentations (for example, the ASCD presentation)

_____ Microteaching

_____ Role playing

_____ Shared decision-making

_____ Speakers

_____ Studying together

_____ Writing (for example, proposals, papers)

_____ Videotaping

_____ Viewing videotapes

_____ Reporting to each other (for example, readings or projects)

COMMENT ON ANY ADDITIONAL ACTIVITIES, IF YOU WISH.

XIII. MOTIVES TO PARTICIPATE CHECKLIST
Please check all that applied when you joined the Project.

_____ I wanted to improve collaboration with the university.

_____ I wanted to improve teacher training practices and the internship experience specifically.

_____ I felt an obligation to the development of young teachers.

XIII. (continued)

_____ I felt it was a privilege to help in the development of young teachers.

_____ I wanted to increase the impact teachers and schools have on teacher training practices.

_____ I believed the project would be a high quality experience.

_____ I believed the project would have practical applications.

_____ I believed the project would empower me as a professional.

COMMENT ON ANY ADDITIONAL MOTIVES, IF YOU WISH.

XIV. BENEFITS CHECKLIST

Throughout the interviews, people mentioned different benefits. A lot of people said a lot of things. Check any of the following that apply to you.

_____ I appreciated a focus on larger issues which go beyond the here and now of supervision of interns.

_____ I appreciated the opportunity for mutual sharing.

_____ I appreciated the sense of common purpose and common challenges.

_____ I appreciated support of one another as we faced similar experiences and problems.

_____ I appreciated open sharing among group members.

_____ I felt less isolated.

_____ I felt more caring toward others.

_____ I felt an increased sense of efficacy.

_____ I felt a sense of growth.

_____ I felt that I am doing a better job of working with interns than I did before.

COMMENT ON ANY ADDITIONAL BENEFITS, IF YOU WISH.

XV. GROUP MEETINGS

57. What group(s) were you a part of?
Note: If you were a part of more than one group, please use different colored pencils to respond to more than one group setting.

_____ teacher supervision group
_____ principal leadership group
_____ School-University Task Force
_____ other (what?) _____

Please circle the number which best reflects your perception of the group you participated in.

	not at all		to some extent		to a great extent
	1	2	3	4	5
58. Group members trust each other.	1	2	3	4	5
59. Group members think out loud in the group.	1	2	3	4	5
60. Group members voice undeveloped thoughts in the group discussion.	1	2	3	4	5
61. Group members relate the discussion topic to personal experiences.	1	2	3	4	5
62. Group members critique authorities in the discussions.	1	2	3	4	5
63. Group members critique each other in the discussions.	1	2	3	4	5
64. Group members use open-ended questions to try to understand each other (for example, What do you mean? How do you...? Why do you ...?)	1	2	3	4	5
65. All group members participate fully.	1	2	3	4	5
66. Joking and laughing is commonplace in group meetings.	1	2	3	4	5
67. Group members are supportive of each other.	1	2	3	4	5
68. Group members talk about themselves in a self-reflective, critical manner.	1	2	3	4	5

COMMENT ON ANY OF THE ABOVE STATEMENTS, IF YOU WISH.